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ABSTRACT

This curriculum guide was developed for use in teaching refugee women (especially Indochinese refugee women) to function in mainstream U.S. society. Following a section that suggests methods and materials, the guide contains 13 units that cover the following topics: personal information; everyday activities; clothing; food; telephone; home care maintenance and safety; health; transportation and places; directions and signs; numbers and money; time and weather; courtesy expressions and customs; and literacy. Each unit contains objectives (organized by appropriate levels); vocabulary, structure, and grammatical focus; materials needed; oral and written activities; and cultural context. (KC)

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A CURRICULUM GUIDE

TEACHING REFUGEE WOMEN

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INDOCHINESE CULTURAL & SERVICE CENTER

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TEACHING
REFUGEE
WOMEN

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PREFACE

The Indochinese Cultural and Service Center developed the Women's Cultural Skills Training Program to reach refugee women most likely to experience resettlement problems. These women generally come from a rural background, are non-literate in their native language and without formal education. Since 1976, the program has served over 500 women as well as providing an educational program for their pre-school children. Through a grant from the Ford Foundation, it is now possible to share information about the program on a broader scale, and enable more agencies to serve the special needs of this population.

Production of the Curriculum Guide has required the time and efforts of many people. Special recognition goes to the staff of the Women's Program for the development and production of this project: Carrie Wilson, Coordinator; Gaile Baack, Janet Rullo, and Yvette St. John. They put in many hours of hard work and dedication to produce a guidebook which would be thorough and accurate. I would also like to give recognition to Kham Bounketh, Vinita Kylin, Kim Nguyen, and Yee Yang for their participation in the development of the cultural component and the contribution of Christa Wagner in the early development of the program. I also want to acknowledge Rhonda Sater, consultant to the project, who gave valuable advice on the curriculum content and teaching methods; and Marge French for her advice and review of the curriculum in its early development. Many thanks to Carol Law for her advice and direction; Rob Breen, Technical Assistance Coordinator, who guided the project from beginning to end; Joy Aldrich for typing and Malcolm Suttles for photo processing.

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The curriculum was field tested in workshops throughout the United States. The Center appreciates the assistance of the following, who helped in the arrangements: Dr. Nguyen Van Chau (Beaumont, Texas); Linda Malila (San Francisco); Ruth McLean (Washington, D.C.); Lynda Rago (Minneapolis); and Kathy Winton (Tampa, Florida).

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Ed Ferguson
Executive Director
Indochinese Cultural and Service Center

August, 1981

TABLE OF CONTENTS

Introduction 1

Methods and Materials. 3

Unit 1: Personal Information. 9

Unit 2: Everyday Activities 23

Unit 3: Clothing. 37

Unit 4: Food. 49

Unit 5: Telephone 61

Unit 6: Home Care Maintenance and Safety. 69

Unit 7: Health. 79

Unit 8: Transportation and Places 103

Unit 9: Directions and Signs. .115

Unit 10: Numbers and Money 125

Unit 11: Time and Weather. 133

Unit 12: Courtesy Expressions and Customs. 143

Unit 13: Literacy. 151

Refugee women are often less visible than other refugee groups (wage earners, youth, school-age children). They are more likely to remain in the home while their husbands and children attend school, find jobs, and generally adjust to the new culture. Child care responsibilities may prevent them from attending standard second language programs. Refugee women are often less willing to venture out on their own. The women soon find themselves left behind — outsiders within their own families and communities, as well as within the larger society.

In response to this problem, the Indochinese Cultural and Service Center started the Women's Program in 1976 to address the needs of women who could not take advantage of other language or employment training programs. The focus of the program is the teaching of skills that will enable women to function in American society with a minimum level of English. The program stresses instruction in areas most relevant to women, and is designed especially for nonliterate women.

To enable women to attend class, special services are needed. Women are permitted to bring their pre-school children to class. Children (ages 2½ - 5) attend the pre-school component, while the infants and toddlers stay with their mothers. Women unable to attend the program due to transportation problems are driven to and from class until they are able to use public transportation.

Although the Women's Program curriculum was designed for Indochinese refugee women, it is by no means limited to use with Indochinese refugees or women. The curriculum or parts of the curriculum can be applied to a variety of populations, in a variety of settings.

A. Before You Start

Teaching English to non-literate students poses some unique problems and challenges. These students do not necessarily learn more slowly than literate students; rather, they learn differently. Different learning strategies require different teaching methods. Every lesson should possess the following characteristics:

1. Consistency
   It is important to use the same method. Do not skip steps. The students are formulating a learning strategy, and the teacher aids in this process by following a consistent teaching pattern.

2. Small goals
   Set small goals and tasks for the student that are easily obtainable. This is their first experience in a formal educational setting; it can be intimidating. Tasks with built-in success will bolster confidence.

3. Varied activities
   Small goals can be made interesting by using a wide variety of activities. Since the students cannot study written material at home, they must be given an opportunity to learn and retain the language in class. Teaching a skill with a variety of activities will give the student this opportunity.

4. Real life situations
   Language should be taught in its social context. Bring the world into the classroom by showing the students how to use language in real life situations.

5. Flexibility
   Adults have priorities for what they need to learn. Be aware of these needs and be flexible in meeting them. Encourage students to become active in the learning process.

6. Awareness of native language interference
   Students may experience specific problems in varying degrees according to their native language. It may be helpful for the teacher to be aware of each language group's expected problems and design activities to aid the learner in these areas. For example, in some Southeast Asian languages, verb tense is indicated through context and not by variations in the verb form (i.e., eat, eating). Therefore, drills for verb tense should be emphasized.

B. Minimum Basic Needs

To achieve maximum success from this curriculum, there are some basic requirements which have been found to be especially useful.

1. Teacher
   It is recommended that a native speaker of English be used to present the language component of the curriculum. For many of the students, the only opportunity they have to practice English is with their teacher, and it is important that they become accustomed to listening to a native speaker. The teacher also serves as a resource for cultural information.

2. Bilingual assistant
An essential component of the curriculum is cultural information to be presented in the students' native languages. It is information closely related to the language component and provides the situational context for which the English will be used. Use of bilingual assistants also enables students to ask questions about the context and problems they have encountered.

3. Classroom setting
The classroom must be arranged to serve a dual purpose. Chairs and tables should be set up in a classroom style for the students. It is also necessary to have a play area for the pre-school children and cribs for the infants.

Similar programs have had to adjust their operation for limited resources. Use of volunteers as bilingual assistants, bilingual/bicultural teachers, and classes held in students' homes are possible alternatives.

C. How to Use the Curriculum

The curriculum is arranged by survival skill topics. Within each unit are learning objectives for three levels of competency. Level 1 objectives should be taught for all units before proceeding to the next level. Units may be taught in any order, as long as the level is consistent. Some objectives can be emphasized, and others omitted, according to student needs. A single objective may take one day or several weeks for students to master, depending on its content. New vocabulary should be limited to four or five new words per class session for each objective covered. Some units contain a literacy component; however, some oral fluency is recommended before teaching the literacy skills.

1. Vocabulary
It is not possible to predict all the vocabulary the student may encounter outside the classroom. Each objective includes the most essential survival language. Additional vocabulary and colloquial forms may be substituted as relevant to the local area or student population (couch vs. sofa).

2. Structure
Mastery of structures generally proceeds at a slower rate than acquisition of vocabulary. The structures presented are those most essential for basic communication, and are reintroduced throughout each level in different units. The student is expected to produce each structure with all vocabulary.

3. Grammatical focus
The grammatical focus is for the teacher's information. Students learn the structure by use, rather than through grammatical analysis.

4. Activities
Learning activities follow a basic pattern and are listed sequentially. Additional activities are noted in each objective. All activities are essential.

5. Cultural content
In addition to language skills, most students will immediately need information necessary to function in the U.S. (safe use of cleaning products, opening safety capped medicines, appropriate use of hospitals, etc.). The students' level of English may be a barrier to the acquisition of this knowledge, and they need not reproduce this information in English. There-

fore, cultural content information should be presented orally in the students' native language whenever possible. Visuals and demonstrations should be used to better illustrate the cultural content, and can substitute for the native language if necessary. Additional information can be added, as it seems appropriate, to specific groups of students.

D. Basic Oral Method

The basic oral method is used throughout all units. Any variation is indicated in individual objectives.

1. Listening
   Students are not expected to produce language, only begin comprehending.

   a. Say vocabulary several times, showing visual, realia, or pantomime.

   b. To reinforce meaning of vocabulary, ask students to point to visual, realia, or student vocabulary picture handout.

T: Show me a nickel.
Point to the table.
Touch your head.

   Eliminate unnecessary instructions.

2. Listen/Repeat

   a. Model vocabulary and have students repeat as a group, then individually. Have students point to realia or vocabulary picture handout to reinforce understanding.

   b. Say vocabulary with structure.

T: Apple.
Cl: Apple.
T: An apple.
Cl: An apple.
T: It's an apple.
Cl: It's an apple.

   Contractions are taught in conjunction with the complete form. Hold up two fingers to represent the two words, and then bring fingers together to illustrate contraction: "It is — It's".

3. Question/Answer

   Students must learn to ask as well as answer all questions presented in each unit.

   a. Illustrate question/answer pattern by using dolls to play both speakers' roles.

   b. Ask question, showing visual or realia. Students answer as a group. After class has mastered response, ask individual students. If students confuse question and answer, hand out dolls to illustrate which role they are to speak.

   c. Class asks question, teacher answers. Indicate students are to ask question with a hand signal or question board (question mark card).

   d. Student asks question, another student answers. Visuals or objects can be passed around the room to facilitate activity.

   e. Class asks question, individual student answers.

T: Ask Lia, what is it? (point to Lia)
Cl: What is it?
Lia: It's an apple.

This activity keeps all students involved while an individual student answers.

E. Required Additional Methods

1. Kinesthetic Response

Hands-on activities can be used both as listening and listen/repeat activities. Physical response by students reinforces language and tests understanding.

T: Stand up.
S: (performs action)

2. Dialogue

Dialogues can be used as both an introductory and follow-up activity. Dolls are used to indicate the speaker and to cue the students as to what role to play. Vary the vocabulary used in the dialogue.

a. Introduce dialogue with dolls. Class listens.

b. Teacher says dialogue. Class repeats.

c. Teacher plays one part, class plays the other.

d. Divide class into two parts, each half taking one role.

e. Two students say dialogue, each taking one role.

3. Communication Exercise

The purpose of this activity is to elicit real language use from the student (i.e., "What did you eat for breakfast?") Students are not cued for responses, but asked for real life answers. Do not overcorrect the student's grammar, as the point of the exercise is to communicate, and overcorrection may inhibit the student.

F. Materials

1. Realia

Often, it is difficult for nonliterate students to decipher pictures. Vocabulary and structure is learned more rapidly if the student is not dealing with two tasks at once: deciphering pictures and processing language. Real objects are easier for the student to understand. Realia used includes:

- plastic fruit and vegetables
- clothing
- empty containers of food items
- over-the-counter drugs
- prescription bottles
- cleaning products
- telephones
- clocks (real, and paper plates made into student clocks)
- money packets (containing $1.00 in change)

2. Dolls

Dolls are used to teach family relationships, dialogues and verbs. When teaching family relationships, assign a role to each doll within the family and be consistent. Dolls can demonstrate verbs difficult to illustrate with pictures (i.e., "fall"). A life-size infant doll can also be used to demonstrate infant care and treatment (i.e., fever control, diapering).

3. Doll house furniture

Doll house furniture does not have to be in scale to the dolls. A set of bedroom, bathroom, kitchen, and living room furniture should be included. Furniture is easily manipulated and can be combined with dolls to teach verbs (i.e., "go to bed").

4. Picture file
   Visuals should be carefully selected as they are often "culturally loaded." They should be uncluttered and in color to make them easier to understand. Pictures can be collected from a variety of sources: drawn by hand, magazines, children's coloring books, and published materials, such as Modulearn, See It Say It, and Understanding Our Feelings. Pictures can be organized according to topic and level (i.e., food, health symptoms, etc.).

5. Vocabulary picture handouts
   Small reproductions of the visuals used in class may be drawn. Include the vocabulary word to be learned, and ditto or mimeograph them for individual students. The student is not expected to read the word, but rather it can serve as an aid for a home tutor, sponsor, or family member in teaching the correct vocabulary.

6. Student materials
   In lieu of a textbook, students need a notebook to keep vocabulary picture handouts and worksheets they receive in class. Notebook dividers separate the worksheets into categories, such as vocabulary, personal information, numbers, and literacy, and will make it easier for students to find worksheets.

UNIT 1: PERSONAL INFORMATION

Level 1

Objective 1: Student will be able to respond to questions regarding basic personal information in oral and written form.

Objective 2: Student will be able to identify immediate family members.

Objective 3: Student will be able to read the following sight words and fill out a simple personal information form.

Level 2

Objective 1: Student will be able to respond to questions regarding personal information and identification, and to write personal information.

Objective 2: Student will be able to give additional personal information.

Objective 3: Student will be able to identify extended family members.

Level 3

Objective 1: Student will be able to give date and place of birth and to fill out a personal information form.

UNIT 1: PERSONAL INFORMATION

Level 1

Objective 1: Student will be able to respond to questions regarding basic personal information in oral and written form.

Vocabulary	Structure	Grammatical Focus
name spell address write apartment number telephone city state	A. What's your name ? My name is ... B. What's her name ? Her name is ... C. Spell your name .	Wh- Question: WHAT Possessive Pronouns: MY HIS YOUR HER

MATERIALS:
U.S. map
teacher's reference list of students' personal information
primary paper

ACTIVITIES: Oral

A. **Listening**
Use basic method.
T: My name is Pat .

Listen Repeat
Use basic method.
T: My name is ...
Cl: (repeats)

Question Answer
Use basic method.

Kinesthetic Response
Have students practice recognizing the difference in pronouns my/your by pointing to themselves or to the teacher as the teacher says each pronoun.

Dialogue
S-1: What's your name?
S-2: My name is Yia .
What's your name?
S-1: My name is Lia .

Prerequisite for Address/Telephone Number:

Student can count orally from 1 - 10 (see NUMBERS & MONEY).

It is helpful to write each student's address and telephone number on the board as she responds.

When teaching City/State:

Use a map of the U.S. with each state clearly delineated to show the location of student's city and state.

B. **Basic Method**: Follow same activities as above, using possessive pronouns his/her.

C. Prerequisite: Student can name and identify letters of the alphabet (see LITERACY).

Basic Method: Use basic method for Listening, Listen/Repeat, Question/Answer. It is helpful to write each student's name, address, etc., on the board as she spells it.

Contrast questions "What's your name?" and "Spell your name."

ACTIVITIES: Writing

Note: This activity may be the first experience with writing of any kind; the student's name is regarded as the most significant. Students may need to be shown how to hold a pencil correctly. The proper direction of strokes in forming these letters must be emphasized here, to prevent awkwardness in later writing. As a warm up activity, students can practice drawing circles and lines on primary paper as the teacher demonstrates on the blackboard.

1. Distribute a sheet of primary paper to each student with her name hand printed at the top using appropriate upper and lower case letters. Students can practice forming the letters of their names correctly, under close supervision of the teacher. A second page can be completed for homework.

2. Distribute to each student a lined sheet of paper with her address printed at the top in appropriate upper and lower case letters. Show students how to memorize written work by copying the item a few times, then covering with one hand and trying to recall the first part from memory.

3. Repeat this activity for city, state, telephone number.

4. Contrast: What's your name?
   Spell your name.
   Write your name.

CULTURAL CONTENT:

1. What your address means: An address consists of the following parts: house number, street name or number; directional indicator (if applicable) (N.E., S.E., etc.) and apartment number (if applicable). You must give all parts of your address in order for someone to find your house. Public buildings are numbered in the same manner as private residences.

2. Concepts of City and State: The United States is divided into fifty parts called states (similar to provinces). Within each state are many cities. You must know both your city and state, as there are some cities in different states with the same name (i.e., Portland, Oregon/Portland, Maine).

3. What it means to sign your name: Signatures are used for a variety of purposes: proof of identification (i.e., social security card, endorsing a check), consent on a legal document (medical consent form, immigration form), rental contract, loan, etc. Do not sign any document unless you know what it says and what it's for.

4. Name Order: American names consist of first (given), middle, and last (family) name, and are written in that order. (Demonstrate this concept by showing an American name on the board.) Generally, middle names are not used, except on

formal documents.

Although in your home country you may have used a different name order, Americans will always assume that the first name you give is your given name. To avoid confusion, it is very important to learn to use the American name order.

It is common for American women to take their husband's last (family) name when they marry.

Objective 2: Student will be able to identify immediate family members.

Vocabulary		Structure	Grammatical Focus
husband wife mother father son daughter baby married	brother sister	A. Who is he? He's my husband .	Wh- Question: WHO Verb: BE present tense
		B. Are you married ? Yes, I am. (No, I'm not.)	Personal Pronouns: I HE YOU SHE Yes/No Questions
		Is he your husband? Yes, he is. (No, he's not.)	Possessive Pronouns: MY YOUR

MATERIALS:
dolls
vocabulary picture handout
unlined paper, pencils, crayons

ACTIVITIES:

A. Listening
(a) Use basic method with dolls to show family relationships.
(b) Distribute handout.
T: Point to the husband .
S: (performs action)

Kinesthetic Response
Say vocabulary, students point to correct dolls.

Listen Repeat
Use basic method.

Question Answer
(a) Use basic method.
(b) Draw family members on the board.
T: He's my husband . (to emphasize pronoun, point to self)

Have students come to the board and practice responses in complete sentences while pointing to each figure.
T: Who is he?
S: He's my husband .

Communication Exercise — The teacher and students can bring pictures of own family members to class. "He's my husband. She is my daughter."

Drawing — After students have command of vocabulary, distribute unlined paper. Have students draw a figure for each family member. When completed, students can present it to the class.

S: She's my mother .
He's my son .

Have crayons available for students to color their drawings.

Vary the activity by asking, "Is he your son? What's his name?"

B. Listen Repeat — Use basic method.

Question Answer — Use basic method with dolls and drawings.

CULTURAL CONTENT:

American family structure: The typical American family consists of the nuclear family: mother, father and children. It is common for extended family members to live in different cities or different houses within the same city. Children usually live with their parents until age 18-21, and then may move to another house or state, whether they are married or not. Generally, Americans marry between the ages of 18 and 25 and have 1-4 children.

Objective 3: Student will be able to read the following sight words, and fill out a simple personal information form.

SIGHT WORDS:

Name
Address
City
State
Telephone Number

MATERIALS:

sight word cards
handout (displaying sight words)
worksheets
index cards

ACTIVITIES: Oral/Reading

1. Show sight word cards, and say each word. Class repeats.

2. Show sight word cards, students read.

3. Handout: T: Point to name .
S: (performs action)

4. (a) To test students' understanding of sight words, cue with each sight word card, and have students give the appropriate answer.

T: (shows Name)
S: My name is Lia.

(b) Follow the same activity, and have students give the appropriate question.

T: (shows Name)
S: What's your name ?

ACTIVITIES: Writing

1. Worksheet (sight words followed by space for writing personal information.)

   (a) Have students practice reading sight words on the page, before filling out form.

   T: Point to __________.

   (b) Have students fill in their personal information from memory.

   (c) For review, use two different worksheets in which the same sight words appear in different order. Distribute so that every other student has the same sheet. Students fill in their personal information from memory.

2. Finding name:

   (a) List students' names on the board. Have each student come up to the board and find her own name. Repeat for address and telephone number.

   (b) Write each student's name on an index card and stack the cards together. Have the students look through the stack to find their names. Repeat for address and telephone number.

CULTURAL CONTENT:

What to do if you are lost: (Give each student a personal identification card - can be made from 3 x 5 index cards - which they can carry with them at all times. It should contain the following information: name, address, city, state, telephone number, languages spoken, name and telephone of school, teacher's name, telephone number for emergencies (if available), telephone number of a friend who can speak English.)

If you are lost on the street, you can show this card to an American in order to get help in finding your way home. If you are alone, it is best to approach another woman or policeman. Do not get into a car with a man who is a stranger, even if you are offered a ride.

UNIT 1: PERSONAL INFORMATION

Level 2

Objective 1: Student will be able to respond to questions regarding personal information and identification, and write personal information.

Vocabulary	Structure	Grammatical Focus
name first last street house apartment number zip code Alien (I-94) social security medical card	A. What's your first name ? My first name is Lia.	Wh-Question: WHAT
	B. Do you have a social security card ? Yes, I do. (No, I don't.)	Verb: HAVE Auxiliary DO Yes/No Questions

MATERIALS:
visuals (house, apartment, street)
realia (social security card, alien registration card, medical card)
dolls
sight word cards
handout (displaying sight words)
worksheet

ACTIVITIES: Oral

A. Basic Method — Use basic method for Listening, Listen/Repeat, Question/Answer

Question Answer — Contrast questions: What's your name?
first name?
last name?

Dialogue
T: What's your name?
S: My name is Nguyen Thi Huong.
T: What's your first name?
S: Huong.
T: What's your last name?
S: Nguyen.

B. Listening — Use basic method with realia to introduce vocabulary.

Listen Repeat — Use basic method.

Kinesthetic Response
T: Show me your social security card .
S: (performs action)

Listening — Introduce yes/no question playing both speakers' roles.
Doll-1: Do you have a medical card ?
Doll-2: Yes, I do. (shows medical card)
(No, I don't. It's at home.)
Use basic method for Listen/Repeat and Question/Answer.

ACTIVITIES: Reading

Sight Words:

- First Name
- Last Name
- Street
- Apartment (Apt.)
- Zip Code
- Alien number
- Social Security Number (S.S.#)

Follow same activities as Level 1, Objective 3.

ACTIVITIES: Writing

Follow same activities as Level 1, Objective 3.

CULTURAL CONTENT:

1. Refugee ID/Status: (The teacher should consult the most recent Immigration and Naturalization Service reports regarding refugee status.) Refugees have 1 of 2 kinds of ID, depending on the length of time in the U.S.: I-94 or Resident Alien card. The original I-94 card should be carried at all times, and I-94's of children under 14 should be kept by the legal guardian. Xerox copies of I-94's are not considered legal identification. It is advisable to keep a xerox copy at home in case the original is lost or stolen. If a mistake has been made on an I-94 (especially name and age), it is possible to correct it at the INS office.

2. Citizenship: Refugees with a Resident Alien card may apply for citizenship after residing in the U.S. for 5 years. Children under 18 automatically receive citizenship when the parents become citizens. Children born in the U.S. automatically become citizens, regardless of their parents' status.

3. Other Kinds of ID:

   (a) Social Security Card: Social security cards are for the purpose of identification and employment. Most forms require your social security number, therefore, the card should always be carried.

   (b) Medical card: Current medical cards should always be carried in case of a medical emergency.

Objective 2: Student will be able to give additional personal information.

Vocabulary	Structure	Grammatical Focus
child(ren) boy girl	A. Where are you from? I'm from Laos .	Wh- Question: WHERE Verb: BE
year month	B. How old are you? I'm 25 .	Wh- Question: HOW
	C. How many children do you have? I have 2 children .	Verb: HAVE

MATERIALS: world map
dolls
teacher's reference list of students' personal information

ACTIVITIES:

A. Listening
(a) T: She's from Laos. (point to map)
She's from Vietnam.

(b) To clarify concept of country vs. ethnic group, contrast:
T: She's Hmong. (point to student)
She's from Laos. (point to map)

Listen Repeat
Use basic method pointing to students in the class.

Question Answer
Use basic method with all personal pronouns (I, he, she, etc.)

Dialogue
S-1: Where are you from?
S-2: I'm from Vietnam.
S-1: Are you Vietnamese?
S-2: No, I'm not. I'm Chinese.

B. Listening
T: I'm 25 years old. (point to self)
She's 30 years old. (point to a student)

Question Answer
Use basic method.

Dialogue
D-1: What's his name?
D-2 (with baby): His name is Vue.
D-1: How old is he?
D-2 (with baby): He's 8 months old.

C. Listening
T: I have 1 child. (show one doll)
I have 2 children. (show two dolls)

Listen Repeat
Use basic method with dolls.

Question Answer
T: How many children do you have?
S: I have 4 children.
(Repeat for boy/girl, son/daughter)

Dialogue
D-1: Are you married?
D-2: Yes, I am.
D-1: How many children do you have?
D-2: I have 4 children.

CULTURAL CONTENT:

1. Children's Age: Although in some other countries children are considered one year old at birth, in America age is counted from 0 at the time of birth.

2. Birthday: Americans celebrate birthdays, especially for children. The person having the birthday is usually given a party with presents and a birthday cake with small candles, one for each year. (Teacher can demonstrate this custom by having a small party to celebrate a student's birthday.)

Objective 3: Student will be able to identify extended family members.

Vocabulary	Structure	Grammatical Focus
grandfather grandmother grandson granddaughter "in-law" uncle aunt nephew niece cousin	A. Who is he? He's my grandfather. B. Is he your grandfather? Yes, he is. (No, he's not.)	Wh- Question: WHAT Verb: BE present tense Yes/No Question Personal Pronouns: HE SHE

MATERIALS:

family dolls
vocabulary picture handout
unlined paper

ACTIVITIES:

A. Follow same activities as Level 1, Objective 2.

B. For review, test students' understanding of family relationships:

T: Father's mother.
S. Grandmother.
T: Husband's mother.
S: Mother-in-law.

CULTURAL CONTENT:

Marriage Laws:

1. In this country, people are not permitted to marry close relatives, including first cousins. Two people with the same last name may marry as long as they are not closely related (i.e., second cousins with the same last name may marry).

2. Before the marriage ceremony, you must obtain a marriage license from your local marriage bureau. There is a fee for this document. It must be signed by the person performing the ceremony (a priest, minister, or Justice of the Peace). He must return the signed document to the marriage bureau to legalize your marriage.

UNIT 1: PERSONAL INFORMATION

Level 3

Objective 1: Student will be able to give date and place of birth and fill out a personal information form.

Vocabulary	Structure	Grammatical Focus
born	A. Where were you born? I was born in Cambodia. B. When were you born? I was born on December 8, 1950.	Wh- Questions: WHERE WHEN

Prerequisite: Student can name months of year, ordinal numbers (1-31), and year (19__). (See TIME & WEATHER)

MATERIALS:
- calendar
- teacher's reference list of students' personal information
- dolls
- sight word cards
- handout (displaying sight words)
- worksheet

ACTIVITIES: Oral

A. Listening T: I was born in New York. (to clarify meaning, demonstrate birth process with dolls)
She was born in Laos.

Listen Repeat Use basic method, pointing to students in the class.

Question Answer Use basic method.

B. Listening T: I was born in 1955.
She was born in 1927.

Listen Repeat Use basic method, pointing to students in the class.

Question Answer (a) Use basic method.

(b) Contrast: Where were you born?
When were you born?

After students have mastered reciting year, teach complete birthdate: month, day, year.

ACTIVITIES: Reading

Sight Words:

Age
Date of Birth
Place of Birth
Number of children
Marital Status

Follow same activities as Level 1, Objective 3.

ACTIVITIES: Writing

Follow same activities as Level 1, Objective 3.

(Note: Both forms of date of birth should be taught in written form: March 7, 1927 and 3-7-27).

UNIT 2: EVERYDAY ACTIVITIES

Level 1

Objective 1: Student will be able to express common activities in present continuous tense.

Objective 2: Student will be able to express common idiomatic and two-word verbs.

Level 2

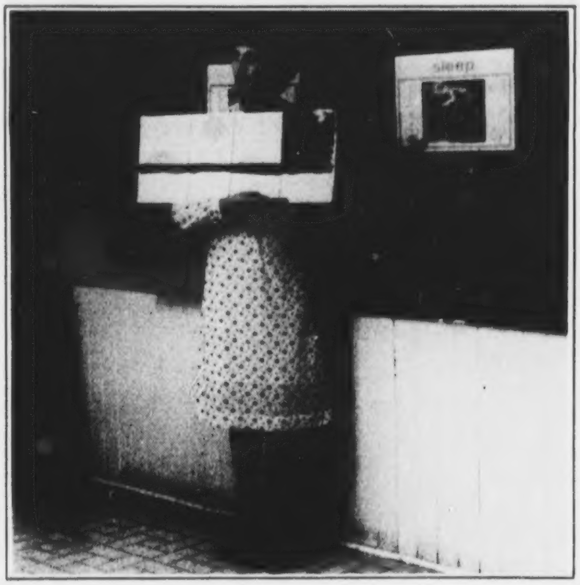
Objective 1: Student will be able to express verbs of possession and desire.

Objective 2: Student will be able to express common activities in the present tense using expressions of time frequency.

Objective 3: Student will be able to express common activities in future time.

Level 3

Objective 1: Student will be able to express necessary and desired activities.



UNIT 2: EVERYDAY ACTIVITIES

Level 1

Objective 1: Student will be able to express common activities in present continuous tense.

Vocabulary		Structure	Grammatical Focus
	Direct Obj.		
eat	stay(home)	A. Eat	Imperative
drink	watch (TV)		
sleep	wash (clothes)	B. What is he doing?	Present Continuous
cook	wash (dishes)	He's eating.	with Personal Pronouns:
sit	clean (the house)		I HE
stand	buy (food)		SHE
walk	buy (clothes)		
talk	go (home)	C. Is he eating?	Yes/No Questions
read	go (to bed)	Yes, he is.	
write	come (to school)	(No, he's not.)	
sew	pick (berries)		
play	sell (clothes)	D. He's not eating.	Negative Statement
		E. He's eating an apple.	Verb + Direct Object

MATERIALS: visuals of verbs
furniture
dolls
vocabulary handouts (smaller reproductions of visuals, five per page)

Note: The imperative form is a good way to teach the infinitive of the verb. Students may not understand that endings -ing, -s, -ed are merely tense indicators.

ACTIVITIES:

A. Listening — Use basic method with visuals and pantomime.

Listen Repeat — Use basic method with visuals.

Kinesthetic Response
- (a) Teacher gives command, class performs or pantomimes action. Repeat with individual students.
- (b) Class gives command, cued by visuals. Teacher performs action.
- (c) Individual students command teacher, then each other.

B. Listening — T: Sit.
I'm sitting. (performs action)

Listen Repeat — Use basic method with singular pronouns.

Question Answer
- (a) Use basic method with visuals.
- (b) Hold up doll and chair.

Cl: Sit.
T: (puts doll on chair)
Cl: She's sitting.
(c) T: Sit.
Cl: (performs action)
T: What are you doing?
Cl: I'm sitting.
Vary activity by adding, "What is she doing?"

C. Basic Method — Use basic method for Listening, Listen/Repeat, Question/Answer using visuals, dolls, furniture and pantomime.

D. Listen Repeat
(a) T: I'm walking. (perform action)
I'm not walking. (stop action)
(b) T: (Shows visual while nodding "yes" or "no".)
Cl: She's walking.
She's not walking.

E. Direct Object
(a) Repeat above activities using verbs which have direct objects.
(b) Expand activities using known vocabulary, i.e., food, clothing.
Ex.: She's buying food.
She's buying apples.

Objective 2: Students will be able to express common idiomatic and two-word verbs.

Vocabulary	Structure	Grammatical Focus
take the bus medicine a bath a shower care of children baby to the doctor	A. Take a bath. B. What is he doing? He's taking a bath.	Imperative Present Continuous Tense
make a bed a dress dinner	C. Is he taking a bath? Yes, he is. (No, he's not.)	Yes/No Questions
have dinner a picnic a baby	D. He's not taking a bath.	Negative Statement
get dressed up		
put on take off turn on turn off		
wait for pick up		

MATERIALS: furniture
dolls
visuals of verbs

vocabulary handout (smaller reproductions of visuals, five per page)

ACTIVITIES:

Follow same activities as Level 1, Objective 1.

UNIT 2: EVERYDAY ACTIVITIES

Level 2

Objective 1: Student will be able to express verbs of possession and desire.

Vocabulary	Structure	Grammatical Focus
want have like	A. Do you want a pencil? Yes, I do. (No, I don't.)	Auxiliary DO Yes/No Questions
	B. What do you want? I want a pencil.	Wh- Question: WHAT
	C. I don't want a pencil.	Negative Statement
	D. Do you like apples? Yes, I do. (No, I don't.)	

MATERIALS: food
clothes
classroom objects
dolls
visuals

ACTIVITIES:

Note: Teach structures A, B and C with first and second person singular before teaching third person singular.

A. Listening — Introduce yes/no questions by playing both speakers' roles.

T: Do you want an apple?
Yes, I do.
(gives apple)
Repeat activity, using have.

Listen
Repeat — Use basic method for yes/no response.

Question
Answer

(a) Arrange objects on table.
T: Do you want an apple?
Cl: Yes, I do.
T: (gives apple)

(b) Repeat activity, using have.
Emphasize difference in meaning.

(c) Arrange objects on table, and distribute as each student responds.
T: Do you want an apple?
Cl: Yes, I do.
T: (gives apple)

(d) After items are distributed:
T: Do you have an apple?
Cl: Yes, I do.

B. Listening: Use basic method.

Listen Repeat: Use basic method for response.

Question Answer:

(a) Arrange objects on table, and distribute as each student responds.
T: What do you want?
Cl: I want an apple.
T: (gives apple)

(b) After objects are distributed:
T: What do you have?
Cl: I have an apple.

(c) Combine yes/no questions and Wh- questions: Distribute objects again, as each student responds.
T: Do you want an orange?
Cl: No, I don't.
T: What do you want?
Cl: I want an apple.

(d) After items are distributed:
T: Do you have an orange?
Cl: No, I don't.
T: What do you have?
Cl: I have an apple.

C. Listening: Introduce negative statements by showing object and nodding "yes" and "no."
T: I want an apple.
I don't want an apple.

Repeat activity using have.

Listen Repeat: Use basic method.

Cued Response: Cue by showing objects and nodding "yes" and "no."
Cl: I want an apple.
I don't want an apple.

Repeat activity, using have.

D. Listening: (a) Introduce verb like by showing object, and nodding "yes." Emphasize difference in meaning, and plural form of direct object.
T: I like apples.

Listen Repeat: Use basic method.

Question Answer: Introduce yes/no questions.
T: Do you like apples?

S: Yes, I do.

T: Do you like carrots?
S: No, I don't.

Repeat for negative statement with verb like.
T: I like apples.
I don't like apples.

Objective 2: Student will be able to express common activities in the present tense using expressions of time frequency.

Vocabulary	Structure	Grammatical Focus
in the morning afternoon evening	A. Do you sew? Yes, I do. (No, I don't.)	Auxiliary DO: Yes/No Questions
at night	B. What do you do in the morning? I sew.	Present Tense
always usually sometimes never	C. When do you sew? I sew in the morning.	Wh- Question: WHEN
	D. I never sew.	Adverbs of frequency

Note: Students tend to rely on time words such as today, tomorrow, and yesterday to express tense. The teacher should stress the use of auxiliary forms and verb endings as tense indicators. After each tense is learned, it should be contrasted with tenses already mastered.

Ex.: Do you eat rice?
Are you eating rice?

MATERIALS: visuals of verbs (Level 1)
visuals of morning, afternoon, evening, night
vocabulary picture handout (smaller reproductions of morning, afternoon, etc.)
calendar
clock

ACTIVITIES:

Note: Teach students A, B, C, & D in first and second person singular before teaching third person singular)

A. Listening — Introduce yes/no questions by playing both speakers' roles.
T: Do you sew?
Yes, I do/No, I don't.

Basic Method — Use basic method for Listening, Listen/Repeat, Question/Answer.

B. Basic Method — For time words, use basic method for Listening, Listen/Repeat.
T: Morning.
In the morning.

	Listening	Link time words with verbs, using visuals. T: In the morning, I sew.
	Listen Repeat	Use basic method with visuals.
	Question Answer	Use basic method, cueing with visuals. T: What do you do in the morning? Cl: I sew.
	Communication Exercise	Tell students what you do in the morning, evening, etc. Ask students what they do. Ex.: Point to day on calendar. T: What do you do on Saturday? Repeat above activites with days of the week, using calendar.
C.	Listening	Contrast by playing both speakers' roles. T: What do you do in the morning? I sew. T: When do you sew? In the morning. Emphasize difference between what/when.
	Question Answer	(a) Show visual of verb and time word. T: What do you do in the morning? (point to verb visual) Cl: I sew. T: When do you sew? (point to time visual) Cl: In the morning. (b) Repeat activity, but do not point to visual. (c) Repeat activity, using specific times of day with clock. Ex.: T: When do you eat breakfast? Cl: At 7:00. Emphasize preposition AT in this context.
	Communication Exercise	Ask students what they do during the day. Ex.: When do you watch TV? When do you clean the house?
D.	Basic Method	Use basic method for Listening, Listen/Repeat, for frequency words. Use calendar to illustrate meaning. T: Always (indicate every day of the week) Usually (indicate most days of the week) Sometimes (indicate a few days of the week)
	Listening	Link frequency words with verbs, using calendar. T: I always sew.
	Listen Repeat	Use basic method with visuals and calendar.
	Cued Response	Show visual of verb, and cue by pointing to days of week. Cl: I always sew.

Communication Exercise Ask students about their daily activities.
T: Do you watch TV?
Cl: Yes, sometimes.

Objective 3: Student will be able to express common activities in future time.

Vocabulary	Structure	Grammatical Focus
tomorrow tonight	A. What will you do tomorrow? I'll clean the house.	Future Tense (Aux. WILL)
this afternoon evening weekend	B. When will you clean the house? I will clean the house tomorrow.	Wh- Question: WHEN
next week month year later	C. Will you clean the house tomorrow? Yes, I will. (No, I won't.)	Yes/No Questions

Note: Future tense is difficult to teach because it is expressed in several forms. We teach auxiliary WILL because several Southeast Asian languages use a word to indicate future time which loosely corresponds to WILL. The student also needs to recognize other forms of future tense. It is best for the teacher to choose a form, teach it, then introduce the other forms.

MATERIALS:
visuals of verbs (Level 1, 2)
visuals of afternoon, evening
calendar
clock
dolls and furniture

ACTIVITIES: Note: Teach contraction (I'll) after student has mastered auxiliary WILL.

A. **Basic Method** Use basic method for Listening, Listen/Repeat for time words. If students have learned these in other Units, re-introduce them in this context.

Listening State actions about to be performed, then perform them.
T: I will open the door. (perform action)

Kinesthetic Response Have individual students perform action.
T: She will open the door.
Cl: (repeats)
S: (performs action)

Listen Repeat Use basic method with visuals or dolls and furniture
T: She will clean the house.
Cl: (repeats)
Repeat for other verbs from Level 1, 2.

Cued Response
Show visual and say each verb.
T: Clean the house.
Cl: I will clean the house.

Question Answer
Use basic method.

Communication Exercise
Ask students what they will do tomorrow.

B. Listening
Link time words with verb, using visuals.
T: I will clean the house tomorrow.

Listen Repeat
Show visual of verb and time word.
T: I will clean the house tomorrow.
Cl: (repeats)

Question
(a) Show visual of verb and time word.
T: What will you do tomorrow? (point to verb visual)
Cl: I will clean the house.

T: When will you clean the house? (point to time visual)
Cl: Tomorrow.

(b) Repeat above activity, but do not point to each visual.

Communication Exercise
Ask students about activities they will do at a future time.
T: When will you pick berries?
When will you go shopping?

C. Listening
Introduce yes/no questions by playing both speakers' roles:
T: Will you clean the house?
Yes, I will / No, I won't.

Listen Repeat
Use basic method for yes/no response.

Question Answer
(a) Use basic method.
(b) Contrast questions:
T: Will you clean the house tonight?
Cl: No, I won't.
T: When will you clean the house?
Cl: I will clean the house tomorrow.

T: What will you do tonight?
Cl: I will watch TV.

UNIT 2: EVERYDAY ACTIVITIES

Level 3

Objective 1: Student will be able to express necessary and desired activities.

Vocabulary	Structure	Grammatical Focus
visit friends study English	A. What do you like to do? I like to visit friends	Verb + Infinitive like to ________ want to ________ have to ________
mail a letter pay a bill cash a check feed the baby change the diaper call (the doctor) move (Verbs, Level 1, 2)	B. Do you like to study English? Yes, I do. (No, I don't.)	Auxiliary DO Yes/No Questions

MATERIALS: visuals of verbs

ACTIVITIES: Note: Teach like to, want to, before introducing have to.

A. Basic Method — Use basic method for Listening, Listen/Repeat, Question/Answer for new verbs, cueing with visuals:

T: What is she doing?
Cl: She's visiting friends.

Listening

T: I like to visit friends.
I like to watch TV.

Introduce have to with visuals.
Emphasize activities that may be unpleasant, to clarify meaning:

T: I have to clean the house.
I don't like to clean the house.
I have to clean the house.

Question Answer

(a) Use basic method with visuals.
(b) Describe a situation and ask what has to be done.
T: The baby is hungry. What do you have to do?
Cl: I have to feed the baby.

T: The toilet is broken. What do you have to do?
Cl: I have to call the landlord.

T: The baby is sick. What do you have to do?
Cl: I have to call the doctor.

Communication Exercise — Ask students about activities students like to do, what to do, and have to do.

B. Listening — Introduce yes/no questions by playing both speakers' roles.

T: Do you like to visit friends?
Yes, I do. / No, I don't.

Question Answer	Use basic method with visuals.
*Optional	Introduce auxiliary CAN to express ability. T: Can you cash a check? Cl: No, I can't. See HEALTH, Level 3, Objective 3, as a teaching guide for auxiliary CAN.

UNIT 3: CLOTHING

Level 1

Objective 1: Student will be able to identify 10 basic colors.

Objective 2: Student will be able to identify common articles of clothing.

Level 2

Objective 1: Student will be able to identify common articles of underclothing and sleepwear.

Objective 2: Student will be able to locate clothing articles by category and ask location of specific items.

Level 3

Objective 1: Student will be able to identify and ask sizes of clothing and exchange items.

Objective 2: Student will be able to identify linear measurement and purchase sewing supplies.

UNIT 3: CLOTHING

Level 1

Objective 1: Student will be able to identify 10 basic colors.

Vocabulary	Structure	Grammatical Focus
black white blue green red yellow orange pink purple brown	A. What color is it? It's black.	Wh- Question: WHAT
	B. Is it black? Yes, it is. (No, it's not.)	Yes/No Questions

MATERIALS: individual color card sets (2" x 2", one of every color)
vocabulary/picture handout: ten blank circles with color names
crayons

ACTIVITIES:

A. Listening
(a) Use basic method
(b) Say color, students select correct card from their sets.
(c) Using color card sets, give commands.
T: Pick up blue.
(Give me blue.)
Cl: (Performs action)

Kinesthetic Response: Distribute handout and crayons. Students color each circle, at teacher's direction.
T: It's blue.

Listen Repeat: Use basic method with handouts and color card sets.

Question Answer: Use basic method.

B. Basic Method: Use basic method for Listening, Listen/Repeat, Question/Answer.

Objective 2: Student will be able to identify common articles of clothing.

Vocabulary	Structure	Grammatical Focus
dress skirt blouse shirt pants shoe sock clothes coat jacket sweater hat scarf glove umbrella purse watch	A. What is it? It's a sock.	Wh- Question: WHAT
	What are they? They're socks.	Plural: -s
	B. What is it? It's a blue shirt.	Adjective placement
	C. What is she wearing? She's wearing a shirt.	

	Structure	Grammatical Focus
	D. Whose coat is it? It's my coat.	Wh- Question: WHOSE Possessive Pronouns: MY HIS YOUR HER

MATERIALS: clothing
vocabulary/picture handout
crayons

ACTIVITIES:

A. Basic Method Use basic method for Listening, Listen/Repeat, Question/Answer.

B. Coloring Direct students to color pictures on handouts.
T: It's a blue shirt.
Cl: It's a blue shirt. (colors worksheet)

Question Answer Use basic method with handouts.

C. Basic Method Use basic method for Listening and Listen/Repeat, pointing to students' clothing.

Question Answer Have students describe each other's clothing. Have student describe own clothing.

Listen Repeat Say vocabulary with pronoun(s).
T: My shirt. (point to self)
Cl: My shirt. (point to self)

Question Answer Collect some of students' possessions (coats, hats, etc.) and assemble into a pile. As each item is shown, have students claim theirs by answering correctly.
T: Whose coat is it?
S: It's my coat.
Cl: It's her coat.
Additional practice:
T: Is it your coat?
S: No, it's not. It's her coat.

CULTURAL CONTENT:

1. Men's vs. Women's Clothes:
   (a) It is often difficult to differentiate American men's vs. women's clothes. They can sometimes be distinguished by style, direction of buttoning, and type of zipper. It is best to ask, if you are in doubt.
   (b) Boys should not be dressed in pink or flower prints.
   (c) It is customary in this country for children to wear socks with their shoes.

2. American Concept of "Attractive" Dress: Every culture has its own idea of what looks nice. Americans match clothes by color and pattern. Two different patterns and stripes with plaids are not considered attractive. Patterns should be worn with solids of similar color (show examples). It is very difficult to learn about "attractive" dress by American standards. Paying attention

to what Americans wear will help.

3. Care and Cleaning:

   (a) Most everyday clothes can be placed in a washer and dryer. Dark colors should be washed separately from light colors, to prevent the dark colors from staining the lighter ones.
   (b) Sweaters should be washed in cold water, and should not be placed in a dryer; dryers cause sweaters to shrink.
   (c) Some coats and jackets must be dry cleaned. Dry cleaning is expensive.
   (d) Some fine fabrics must be handwashed. Check care labels for cleaning instructions; ask if you are in doubt.

4. Dressing for Cold Weather:

   (a) It may take a period of time (up to a year) for the body to adjust to a new climate.
   (b) How to choose a warm coat: It should have a firm outer layer to stop the wind, and a thick, soft inner layer to keep the body heat inside (show examples).
   (c) Wear layers of clothing (example: undershirt, shirt, sweater). Wear a hat and thick socks. Keeping the head and feet warm helps the body stay warmer. Children should always wear shoes and socks in cold weather.
   (d) On rainy days, it may seem colder because damp cold penetrates clothing more easily than dry cold.

UNIT 3: CLOTHING

Level 2

Objective 1: Student will be able to identify common articles of underclothing and sleepwear.

Vocabulary	Structure	Grammatical Focus
bathrobe nightgown pajamas	A. Is it a bathrobe? Yes, it is. (No, it's not.)	Verb: BE Yes/No Questions
underpants undershirt underwear bra slip	Is it a bathrobe or a coat? It's a bathrobe.	Conjunction: OR
sleeper diaper plastic pants pin(s) "Pampers"	B. Do you have a dress? Yes, I do. (No, I don't.)	Auxiliary DO Yes/No Questions
	Do you have a dress or a nightgown? I have a nightgown.	

MATERIALS: clothing
visuals of clothing
vocabulary/picture handout

ACTIVITIES:

A. Use basic method for Listening, Listen/Repeat, Question/Answer.

(Note: Use vocabulary with Yes/No Questions before introducing with conjunction.)

B. Use vocabulary with EVERYDAY ACTIVITIES, Level 2, Objective 1.

CULTURAL CONTENT:

1. Sleepwear

(a) In the United States, people have special clothes worn at night for sleeping. These clothes often look very much like clothes worn during the day. Sleepwear is usually thinner and made of soft, fuzzy material (show examples). If you are unsure about an article of clothing, ask someone. It is better to ask than to wear sleepwear during the day, as Americans view this as very odd behavior.

(b) Hospitals will generally supply nightgowns to patients staying overnight. The gown is open in the back, with ties to fasten it closed (show example).

2. Diapers

(a) In this country, it is necessary that babies wear diapers at all times.

Plastic pants are worn over the diaper to protect the baby's outer clothing. Diapers must be changed as soon as they become soiled; they must not remain on the baby, or diaper rash can easily result. A rash can be treated with creams that are made specially for diaper rash. You can buy one at most supermarkets and drug stores (show examples).

(b) How to Diaper a Baby: (teacher demonstration)

1. Cloth diapers need special safety pins to fasten. Use only two, and take special care to keep these out of the baby's reach, especially while changing the diaper.
2. Paper diapers usually have a tape attached to each side for fastening. This type is made to be thrown away after use. These are easier to use, but more expensive. They are available in several sizes (show examples). Paper diapers should never be flushed down a toilet. Empty contents into toilet, and dispose in bathroom container.

(c) How to Clean Cloth Diapers: Rinse and soak in soap and water. Many people keep a covered plastic bucket in the bathroom for this purpose. After soaking the diapers, wash in a washing machine with detergent and bleach for best results.

Objective 2: Student will be able to locate clothing articles by category and ask location of specific items.

Vocabulary		Structure	Grammatical Focus
men	upstairs	A. What are they?	Wh- Question: WHERE
women	downstairs	They're men's clothes.	
children			
boy	back	B. Where are the men's	Prepositions: IN
girl	front	clothes?	NEXT TO
baby	center	They're upstairs.	
maternity	here	in the back.	
	over there	over there.	

MATERIALS: clothing (men's, women's, children's)
visuals (men, women, children)

ACTIVITIES:

A. Listening — Arrange clothing by category as in a clothing store.
T: Men's clothes. (point to clothing and visual)

Listen/Repeat — Use basic method, pointing to clothing groups.

Question / Answer
T: What are they?
Cl: They're men's clothes.

B. Introduce locations, using same activities as DIRECTIONS, Level 2, Objective 2.

Question / Answer — Place clothing around the room in various locations (in the back, in the front, next to the _______).
T: Where are the men's clothes?
Cl: They're in the back.
Repeat activity with individual students.

CULTURAL CONTENT:

1. Types of Clothing Stores:

   (a) Department stores contain a wide variety of items. All clothing is new and usually the most expensive.
   (b) Discount stores offer similar items but at a cheaper price and somewhat lower quality.
   (c) Thrift stores sell used clothing and generally are the least expensive.

2. Clothing is arranged in a store according to sex and age (Ex.: boy's department, women's, etc.)

3. It is extremely important to treat sales clerks with courtesy. If you need a clerk's help, it is customary to wait your turn and say "excuse me" when making your request. If you do not use these customs, sales clerks will feel insulted and may ignore you or avoid helping you.

4. Shoplifting is against the law and is punishable by a fine and/or a jail sentence. Because stores can lose a lot of money due to shoplifting, they take special precautions to prevent it, such as using special mirrors and store detectives who pose as shoppers, stationed in the store. Although people are tempted at times to shoplift, refugees should be especially careful to avoid any infractions of the law, as they can seriously endanger obtaining resident alien status and citizenship.

UNIT 3: CLOTHING

Level 3

Objective 1: Student will be able to identify and ask sizes of clothing and exchange items.

Vocabulary		Structure	Grammatical Focus
small medium large size ____ exchange return try on	receipt too big small long short	A. What size is it? It's a small.	Wh- Question: WHAT
		B. Where are the small sizes?	Wh- Question: WHERE
		C. I want to exchange this shirt. It's too big.	Verb + Infinitive

MATERIALS: clothing
clothing size tags
clothing rack size markers (S, M, L; 6, 8, 10, 12; 5, 7, 9, 11, 13)
receipts

ACTIVITIES:

A. Use basic method for Listening, Listen/Repeat, Question/Answer. Show various articles of clothing, size tags, and rack markers.

B. Basic Method: Measure students to determine sizes in shirts and pants. Record on index card for students to use as a shopping aid. Use vocabulary of locations (Level 2, Objective 2) for Listening, Listen/Repeat, Question/Answer.

Question Answer: Place rack markers around the room; students ask location of various sizes. Teacher directs students to correct location.
S: Where is size 6?
T: It's over there.

C. Dialogue

(a)
Customer: I want to exchange this shirt.
Clerk: What's the matter?
Customer: It's too big.
Clerk: Do you have a receipt?
Customer: Yes, here it is.

(b)
Clerk: May I help you?
Customer: Yes, I want to try on this shirt.
Clerk: Please, come with me.

CULTURAL CONTENT:

1. Trying on Clothing at the Store:

(a) It is important that clothing fits. Shoes should not be too big or tight. Little girls' dresses should be worn at or above the knee.

(b) It is permissible to try on clothing in the store before you buy, to make sure it fits properly. Most stores have private dressing rooms for this purpose.

(c) Some clothing is sealed in plastic and you may not open the packages. Instead, look for the size printed on the package, on the price tag or on the label (show examples: socks, underwear, stockings, pantyhose).

(d) Shoes may be tried on, but a dressing room is not provided. Always wear socks or stockings when trying on shoes. Some stores have all the styles and sizes displayed on tables and racks in the store. Other stores display only one of each style, and you must ask a salesman to bring your size to try on.

2. Exchanges: If you buy clothing which doesn't fit, you can return it to the store and exchange it for a different size. You must have the price tag and receipt, and present these to the salesperson in order to exchange the item.

3. Refunds: A refund is more difficult to obtain than an exchange. Some stores have a "no refund" policy or refuse to refund money for items sold at a reduced price.

Objective 2: Student will be able to identify linear measurement and purchase sewing supplies.

Vocabulary	Structure	Grammatical Focus
yard foot/feet inch half	A. How many yards?	Wh- Question: HOW MANY
fabric zipper scissors button needle elastic thread pin tape measure	B. How much fabric do you want? I want 2 yards.	Wh- Question: HOW MUCH

MATERIALS: rulers, yardsticks, tape measure
student worksheet (with lines for students to measure)
sewing supplies and fabric pieces

ACTIVITIES: Oral

A. Demonstration: Demonstrate use of measuring devices on fabric pieces. Use basic method for Listening, Listen/Repeat, Question/Answer.

Kinesthetic Response
(a) Distribute rulers and worksheets. Have students measure lines and write number of inches.
(b) T: 2 inches.
S: (draws line on paper or at board)
(c) Distribute fabric. Students measure fabric.
T: How many yards?
S: 1 yard.

B. Dialogue Clerk: How much fabric do you want?
Customer: I want 2 yards.
Use dialogue having students purchase other sewing supplies.

ACTIVITIES: Reading

Familiarize students with fabric price tag notations: _____/yd., _____/ft., _____/in. Have students identify prices as "$2.98 a yard," etc.

CULTURAL CONTENT:

1. Fabric is always purchased by the yard, not by the price (i.e., $4.00 worth), and comes in different widths. Price is calculated by the yard.

2. When purchasing fabric, take the bolt of fabric to the desk. Tell the clerk how many yards you want, and she will measure and cut it for you. Do not take the fabric off the bolt. Do not attempt to cut it yourself.

3. Buttons are usually purchased on a card. Individual buttons should not be removed from their card. Elastic, ribbon, and cord may be purchased by the package or by the yard.

4. Most prices in a fabric store are marked on the items. Look for fabric prices on a tag attached to the top of the bolt. If you need a clerk's help, wait your turn, and say "excuse me" when making your request.

5. Fabric which you unroll while browsing, must be rolled back neatly on the bolt. Remnants which are folded and stapled or bundled must be kept intact, and purchased as a unit.

UNIT 4: FOOD

Level 1

Objective 1: Student will be able to identify common fruits and vegetables.

Objective 2: Student will be able to identify names of meals.

Level 2

Objective 1: Student will be able to identify other common foods and beverages.

Objective 2: Student will be able to identify common "American" foods.

Level 3

Objective 1: Student will be able to locate food items by categories and ask location of specific foods.

Objective 2: Student will be able to read food prices on containers and meat labels.

grape
standard
LOWFAT MILK

LOWFAT MILK
standard
LOWFAT MILK
grape
Carnation
Lucerne

UNIT 4: FOOD

Level 1

Objective 1: Student will be able to identify common fruits and vegetables.

Vocabulary		Structure	Grammatical Focus
apple	tomato	A. What is it?	Wh- Question: WHAT
orange	pepper	It's a(n) apple.	
banana	cucumber		
pear	bean	B. Is it a(n) apple?	Yes/No Questions
lemon	onion	Yes, it is.	
strawberry	carrot	(No, it's not.)	
fruit	vegetable	C. What are they?	Plural form: Count nouns
		They're apples.	

(Any common local fruits and vegetables may be added to vocabulary at teacher's discretion.)

MATERIALS: plastic fruits and vegetables
visuals
vocabulary picture handout
crayons (one box per student)

ACTIVITIES:

A. Listening
(a) Use basic method.
(b) Distribute handout.
T: Point to the apple.

Listen Repeat
Use basic method.

Kinesthetic Response
Circulate among the students with fruits and vegetables on a tray.
(a) T: Point to the apple.
(b) T: Give me the apple.

Question Answer
Use basic method.

Coloring
Distribute crayons, and refer students to handout.
T: The apple is red.
Cl: (colors handout)
(Prerequisite: Students can name 10 basic colors. See CLOTHING)

Question Answer
Use two-question exercise for discrimination between questions.
T: What is it?
Cl: It's an apple.
T: What color is it?
Cl: It's red.

Question Answer
Show unfamiliar fruits and vegetables. Have students practice asking, "What is it?" to obtain new words.

B. Basic Method Use basic method for Listening, Listen/Repeat and Question/Answer.

C. Basic Method Use basic method for Listening, Listen/Repeat and Question/Answer.

CULTURAL CONTENT:

Some fruits and vegetables may be unfamiliar to various ethnic groups. It is often helpful to bring samples for students to taste.

Objective 2: Student will be able to identify names of meals.

Vocabulary	Structure	Grammatical Focus
breakfast lunch dinner	What is he doing? He's eating breakfast. What are they doing? They're eating breakfast.	Present continuous tense Direct Object

MATERIALS: visuals (people eating breakfast, lunch, dinner)

ACTIVITIES:

Follow same activities as EVERYDAY ACTIVITIES, Level 1, Objective 1.

CULTURAL CONTENT:

1. Meals

   It is customary for Americans to eat three main meals per day, each at a regular time. For breakfast, they generally eat eggs, toast, or cereal, and coffee, tea or juice.

   Lunch is a relatively light meal, and may include a sandwich, soup or salad.

   Dinner is the biggest meal of the day, and may include meat, vegetable, potato or rice, and dessert.

2. Beverages

   Adults usually drink coffee, tea, or water with their meals. Occasionally they drink milk. Children do not drink coffee and tea.

3. Nutrition

   (a) The Four Food Groups - one of each group should be eaten every day for a balanced diet. Dairy products are especially good for strong bones and teeth.

   (b) Children's Nutrition - good nutrition is very important for children, especially eating a good breakfast before school.

   (c) Pregnancy - a well-balanced diet is necessary to have a healthy baby. Women who are pregnant or breast feeding should make sure they are eating a complete and balanced diet, especially dairy products.

UNIT 4: FOOD

Level 2

Objective 1: Student will be able to identify other common foods and beverages.

Vocabulary			Structure	Grammatical Focus
chicken beef pork fish meat rice bread cereal food	coffee tea milk juice water soup	oil salt pepper MSG soy sauce fish sauce sugar ginger garlic	A. What is it? It's chicken. B Do you like chicken? Yes, I do. (No, I don't.)	Non-count Nouns

MATERIALS: visuals
food/beverage containers

ACTIVITIES:

A. Follow same activities as in FOOD, Level 1, Objective 1.

B. Use with EVERYDAY ACTIVITIES, Level 2, Objective 1.

CULTURAL CONTENT:

Food Storage at Home

1. Frozen Foods - Foods which are purchased in frozen form must be kept frozen at home until ready to cook. Place them in the freezer compartment of your refrigerator. If foods accidentally thaw out, don't refreeze them. Use them within a few days. You can find the following foods in frozen form at the supermarket: meat, fish, vegetables, fruits, ice cream, pies, juices. Fresh foods can be frozen at home. For example, chicken can be bought in large quantities when it's on sale and stored in the freezer compartment of the refrigerator for later use. (Teacher demonstration on how to prepare frozen orange juice.)

2. Cold Foods - Foods which are purchased cold must be kept cold in the refrigerator. Eggs can be kept up to 2 weeks. The following foods should always be kept cold: milk, cheese, meat, fish, eggs, chicken, butter. Keep foods covered in the refrigerator. Home cooked foods should be refrigerated between meals, not left on the stove top or in the oven.

3. Canned Foods - These can be kept in the cupboard. They will not spoil unless opened. Keep refrigerated after opening. Do not buy dented or bulging cans.

4. Sanitation and Disposal - It is important to wash hands with soap and water before handling or preparing foods. Place garbage in covered garbage cans outside of the house. Dispose of foods that have undergone a change in smell, appearance or taste.

UNIT 4: FOOD

Level 2

Objective 2: Student will be able to identify common "American" foods.

Vocabulary	Structure	Grammatical Focus
hamburger cookie hot dog doughnut sandwich cracker egg	A. What is it? It's a hamburger. It's peanut butter.	Count/Non-Count Nouns
peanut butter jelly (jam)	What are they? They're cookies.	Plural
cereal ice cream cake	B. Do you like cereal? Yes, I do. (No, I don't.)	Verb: DO/DOES
Cola (Coke, Pepsi) 7-up beer		

(Any "American" names for Oriental foods may be added at the teacher's discretion.)

MATERIALS: visuals
food and beverage containers

ACTIVITIES:

A. Follow same activities as FOOD, Level 1, Objective 1.

B. Use with EVERYDAY ACTIVITIES, Level 2, Objective 1.

Communication Exercise: Some foods which may be unfamiliar to students can be brought to class for students to sample, and discussion initiated.
T: Do you like peanut butter?

Demonstration:
(a) Show students how to make some easy American foods.
(b) After students have learned some directions (See DIRECTIONS and SIGNS) it can be a lot of fun for the class to then tell the teacher how to prepare a food. The teacher must do exactly and only what the students say.

Example: Peanut butter and jelly sandwich.

S: Put the peanut butter on the bread.
T: (puts the unopened jar of peanut butter on the loaf of bread.)

CULTURAL CONTENT:

1. Junk Food: There are American foods available, which you may not be accustomed to, and which are eaten only for fun and taste. These foods have very little nutritional value. They are especially bad for children's health because they contain large amounts of sugar which damages children's teeth. Also, if children

are allowed to eat these foods, they will not be hungry enough to eat more nutritious foods. Babies should never be given soft drinks in their bottles. (Show examples: candy, soft drinks, chips, cookies, etc.) Although these foods seem inexpensive, they are actually quite expensive when compared to other more nutritious foods. Alternative snacks for children include: fresh vegetables, carrot and celery sticks, and fresh fruit.

2. Cereals: Some breakfast cereals are very nutritious; some others contain too much sugar and are bad for children's health. (Teacher may refer to Consumer Reports, February, 1981, for a list of the most nutritious American breakfast cereals. Show examples of the recommended and non-recommended brands.)

3. Picking Wild Foods:

   (a) Some local berries, mushrooms, plants, and tree leaves are poisonous, although they may look like edible plants of your native country. (Show examples of local poisonous plants.) Children should be taught not to eat anything which their mother hasn't approved (for example, candy which is found on the street or given by strangers).

   (b) It is considered inappropriate in the U.S. to pick foods from other people's property: fruit trees, berries, plants. This action is considered trespassing (a violation of the law) and may be reported to the police.

UNIT 4: FOOD

Level 3

Objective 1: Student will be able to locate food items by categories and ask location of specific foods.

Vocabulary	Structure	Grammatical Focus
dairy meat produce table aisle section (all known food vocabulary)	Where is the rice? It's on Table 1. on Aisle B. Where is the milk? It's in the dairy section.	Wh- Question: WHERE Prepositions: ON IN

MATERIALS: visuals
food containers

ACTIVITIES:

Listening
Arrange foods by group and name each category.
T: Dairy (Meat, Produce)

Listen Repeat
Use basic method.

Question Answer
Show food item, class names category.
T: (shows milk)
Cl: Dairy

Listening
Arrange foods on numbered tables and aisles, and in sections. Use basic method, while pointing to the locations.
T: Table 1 Aisle B Dairy Section, etc.

Listen Repeat
Use basic method, while pointing to locations.

Question Answer
A shopping situation can be simulated in the classroom using food packages and containers grouped together into aisles and sections such as those found in a supermarket. Have the students identify items at random by name and location.

Example:		
	tomato	It's in the Produce Section.
	rice	It's on Aisle B.
	milk	It's in the Dairy Section.

T: Where is the rice?
Cl: It's on Aisle B.

Question Answer
Use two-question exericse for discrimination between questions.
T: What is it?
Cl: It's rice.
T: Where is it?
Cl: It's on Aisle B.

Dialogue

Shopper: Excuse me, where is the rice?
Clerk: It's on Aisle B.

CULTURAL CONTENT:

1. Supermarkets

(a) These stores are usually cheaper than small stores. They offer weekly sales of some foods. You can save money by buying most of your food once a week at a supermarket.

(b) Foods are grouped together by categories into aisles, tables and sections. You can usually find all of one type of food in the same section. Prices vary depending on the brand name.

(c) Paying - for the food is done at one time at the "check-out" stands. Most supermarkets have a few "express" lines, which you can use only if you have a few items to buy; you must pay in cash.

2. Some Cultural "Don'ts"

Foods may not be sampled, or containers opened, before you buy them. It is important to control your children at the supermarket. Keep them at your side, and don't allow them to wander freely around the store unattended.

Objective 2: Student will be able to read food prices on containers and meat labels.

SIGHT WORDS:

each
ea.

pound
lb.

49¢ ea.
49¢/lb.
4/$1.00

Price per pound
Weight
Value
Total Cost

Prerequisite: Student can read prices in dollars and cents (See NUMBERS & MONEY, Level 2, Objective 3).

MATERIALS:
food containers with prices
food scale
sight word flash cards
sight word handout
newspaper food advertisements
meat labels
handout (enlarged meat label)
student worksheet (meat labels photocopied onto a single page)

ACTIVITIES: Oral/Reading

1. Demonstrate the meaning of sight words, using food scale and containers.
2. Write sight words on the board, class repeats.
3. Show flash cards, class reads.
4. Distribute handout.
5. Distribute flashcards; individual students read.
6. Write prices on the board, class reads. Example: 49¢/lb.
7. Show newspaper advertisements to students. Point out where the sight words appear on the page; students read. Then distribute a variety of food ads to the class. Have students find the sight words on the page.
8. Distribute handout (enlarged meat label).

(a) T: Point to price per pound.
S: (performs action)
T: How much is it?
S: 49¢.

(b) T: Point to total cost.
S: (performs action)
T: How much is it?
S: $2.47.

(Students are not expected to read net weight, but only to recognize.)

9. Distribute meat labels. Repeat above activity, have individual students respond.

10. Distribute worksheet. Students write price per pound and total cost in spaces provided below each label.

    (Note: Sight words, price placement and design of meat labels may vary among supermarkets. It is helpful to choose one common type, then expand later to include other types.)

CULTURAL CONTENT:

1. Comparative Shopping - Comparing prices is important to get the most for your money. Prices for a product vary by brand name and quantity. The container with the lowest price is not necessarily the best buy. A small jar of peanut butter at $2.99 may be more expensive than a large jar at $4.00. Look at both the price and the quantity to determine the best buy.

2. Food Ads - Stores often advertise sales in newspapers. Some ads include coupons which can be cut out and presented when purchasing the item. Coupons can be used only at the store advertising the item. Watching for sales and coupons can help cut down on your food bill.

3. Purchasing Meat - When buying meat, look at the price per lb. vs. the total price. Two packages may have the same total price but different prices per pound. (Total price = $5.00 1 package @ $2.50/lb. = 2 lbs. 1 package @ $1.50/lb. = 3.33 lbs.)

UNIT 5: TELEPHONE

Level 1

Objective 1: Student will be able to dial local and long distance phone calls.

Objective 2: Student will be able to make emergency phone calls for medical, fire, and police services in simulated situation.

Level 2

Objective 1: Student will be able to use basic telephone expressions.

UNIT 5: TELEPHONE

Level 1

Objective 1: Student will be able to dial local and long distance phone calls.

Vocabulary	Structure	Grammatical Focus
telephone (phone) number pay phone	A. Answer the phone. Hang up.	Imperative
answer hang up	B. What's your phone number? My phone number is 771-8048.	Wh- Question: WHAT

Pre-requisite: Student can identify numbers 1-10 in oral and written form (see NUMBERS & MONEY).

MATERIALS: 2 demonstration phones (dial and push button)
index cards with each student's phone number
Teletrainer (available from local telephone company)
visual of pay phone

ACTIVITIES:

A. Basic Method — Use basic method for Listening, Listen/Repeat.

Kinesthetic Response
T: Answer the phone.
S: (performs action) Hello.
T: Hang up.
S: (performs action) Goodbye.

B. Oral/Reading — Show students how to recognize a telephone number: it consists of 7 digits, with a hyphen after the third digit. Write telephone numbers on the board and have students practice reading aloud, with a pause after the third digit.

Basic Method — Use basic method for Listening, Listen/Repeat, Question/Answer.

Question Answer — Distribute index cards.
T: What's your phone number?
S: My phone number is 771-8048. (First reads number, then recites from memory.)

CULTURAL CONTENT:

1. Home Phone: Telephone service is rented on a monthly basis at a basic rate. This allows for one standard dial-type phone, and local calls. Long distance calls cost extra. The cost is based on the distance and the number of minutes talked. The telephone bill is mailed to you each month, and must be paid by the due date listed on the bill (show example).

   If you do not pay your bill on time, the telephone company may send you a "disconnection notice" and turn off your service until your bill is paid. You are responsible for paying for all long distance calls made from your home phone.

2. Initial Cost: To have a phone installed in your home, you are required to pay an installation fee and a security deposit. These amounts vary, depending on where you live, and may be quite expensive. Although extension phones, push-button types, and "decorator" phones are available, they cost extra and are a luxury.

3. Direct Long Distance Calls: The area code must be used for long distance dialing outside your area. (Give examples of how to dial within and outside the local area.) Long distance phone calls are very expensive. Find out how much it will cost per minute and determine in advance how long you can afford to talk.

4. Operator-Assisted Calls: You must use the operator if you want to call collect or person-to-person (explain terms). You must know enough English to give this information to the operator: the city you want to call, the area code, the phone number, the person you wish to speak with, your phone number, and your name.

5. Pay Phones: Pay phones can be found in most public facilities: restaurants, buildings, stores, gas stations, etc. To use a pay phone, lift the receiver, deposit 10¢, then dial. If your call is not completed, the money will be returned.

   When dialing outside your local area, you can dial directly and the operator will tell you the amount to deposit in the coin slots. You can also dial "O" and tell the Operator you want to charge the call to your home phone number.

Objective 2: Student will be able to make emergency phone calls for medical, fire, and police services in simulated situation.

Vocabulary	Structure	Grammatical Focus
fire first aid police help address telephone number repeat	Help! Fire! My address is ...	

MATERIALS: visuals (policeman, fireman/house on fire, ambulance/accident victim)
vocabulary picture handout (displaying a policeman, a fireman, and an ambulance with emergency phone number for each)
2 demonstration telephones
emergency telephone stickers (available from local fire department)

ACTIVITIES:

Listening	Show visuals and say, "Fire", "First aid", "Police".
Listen Repeat	Use basic method with visuals (Emphasize exclamatory tone)

Cued Response

a) Cue students with visual.
T: (show fire visual)
Cl: FIRE!

b) Distribute handout and indicate appropriate emergency telephone numbers.
T: (show fire visual)
Cl: 232-2111 (says correct telephone number)

c) Give the telephone to each student and cue with visual. Student dials correct number.

Dialogue

Give the telephone to each student. Play role of Fire Department.

a) Fire Dept: Fire Department.
Victim: Help! Fire!
My address is 802 N.E. Fremont.
Fire Dept: What's your telephone number?
Victim: 771-8048.

b) Fire Dept: Fire Department
Victim: Help! First Aid! My address is 802 N.E. Fremont.
Fire Dept: Repeat your address.
Victim: 802 N.E. Fremont.

Distribute telephone stickers, and demonstrate how to attach on home phone.

CULTURAL CONTENT:

1. Emergency Services: To make an emergency phone call for help to one of the following services, you must know how to do three things: a) dial the number correctly; b) state the type of emergency; and c) give your address and telephone number.

The telephone numbers for these emergency services should be posted near your home phone. (Students can use the vocabulary handout for this purpose or emergency telephone stickers.) If for some reason, you do not have the number, you can dial "0" for the operator and give him/her the necessary information.

It's also a good idea to keep your address on a card by the telephone because in an emergency you may become very excited and may not be able to remember it. (Distribute small cards with students' addresses, for this purpose.) These services are available day or night to come to your aid, if you call:

a. Fire: Your local Fire Department has equipment and trained personnel to fight fires in their district. There is no charge for this service. Most departments are also equipped to handle medical emergencies.

b. Medical: Ambulance companies in your area have equipment and trained personnel to give emergency medical treatment at the scene and transport the victim to a hospital. You do not have to pay for this service at the time of an accident. They will usually bill you later; if you have medical coverage, it may be paid for you. If your local Fire Department offers medical emergency services, it may be preferable since ambulances are often expensive. Use these services *only* for emergencies. Examples are: heart attack, excessive bleeding, severe injuries, high fever especially in children, extreme pain, or any life-threatening situation.

c. Police: There are 2 basic types of crime: 1) crimes against property, including robbery, burglary, car theft, vandalism, trespassing; 2) crimes against persons, including murder, assault, rape and molestation. If you witness a crime being committed, or if you are the victim of a crime, immediately call the police for help. The police can come to the scene immediately, usually by car, if you can tell them where you are. Give your address and the telephone number you are calling from. If you are outside on the street, give the name of the street and the nearest cross street (for example, 10th Avenue and Main Street). If you are at or near a store, give the name of the store and street. Don't be afraid to ask other people to help you. But don't try to catch the offender by yourself.

In reporting a crime, you may need an interpreter, since the police will want to know the type of crime committed, when and where it took place, and any description of the offender you can give. It is also helpful if you can give a description of the car, if any, used in the crime (its color and model). It is extremely helpful if you can get the license plate number of the car. This is one of the easiest ways for the police to identify someone.

2. What to do if you are assaulted: You are permitted to use force equal to that being used against you, in order to protect yourself. For example, if you hit someone who is hitting you, it is allowed under the law. But if you shoot or kill someone who is stealing a car, it is against the law. It is against the law to carry a concealed weapon (gun, knife, etc.). (Note: Because state laws regarding handguns vary, this subject should be researched in order to give students information about their specific communities.)

3. Self Defense: The best defense is escape, if possible. Run to the nearest place where there are other people. A good tactic is to try to call attention to yourself, since most attackers are afraid of being seen and identified. Don't be afraid to get help from other people by yelling "help" and making loud noises. Don't be afraid to run to a nearby house or to a busy street. Don't be afraid to get the attention of a passing car. Most people will want to help you if they see that you are in trouble.

UNIT 5: TELEPHONE

Level 2

Objective 1: Student will be able to use basic telephone expressions.

Vocabulary	Structure	Grammatical Focus
there home extension hold (on) just a minute call back take a message (recognition only)	Is Lia there? Yes, she is. Just a minute. Is Lia home? No, she's not. Call back at 6:00.	Verb: BE Yes/No Questions

MATERIALS: clock
2 demonstration phones
Teletrainer (if available)
dolls

ACTIVITIES:

Dialogue

Use the dialogues to introduce vocabulary.

Doll-1: Hello.
Doll-2: Is Lia there?
Doll-1: Yes, she is. Just a minute.

Doll-1: Hello.
Doll-2: Is Lia home?
Doll-1: No, she's not. Please call back at 6:00.
(cue students with clock)

Doll-1: Kaiser Hospital
Doll-2: Extension 355
Doll-1: Hold on, please. (pause)
Doll-3: Hello.

T: Hello
S: Is Lia home?
T: No, she's not. Can I take a message?
S: My name is Sheng.
My telephone number is 776-8104.

(Do not reverse dialogue. Students are only expected to recognize "Can I take a message?" not reproduce it.)

Doll-1: Hello
Doll-2: Is Lia there?
Doll-1: I don't speak English. Please call back.
Doll-2: Thank you. Good bye.

Communication Exercise

Have students practice leaving message (example: "I'm not coming to school today").

CULTURAL CONTENT:

1. Telephone Etiquette: There are certain phrases used on the telephone which are considered polite. They are important to learn because the American who is told "No" regardless of what he says, or who is hung up on, may feel angry even though he understands that the other person has limited English.

2. Extensions: When calling a large company, office, or hospital, you may need to give an additional set of numbers, called an "extension" to whomever answers the phone. She will then ring that number. Be sure to wait and not hang up until the other person has a chance to answer.

3. Holding: Sometimes, when many people are calling at the same time, you may be put on "hold" until someone can talk to you. This is like waiting in line, and you must not hang up or you will lose your place in line. Sometimes music will be played into the phone until a person can speak to you.

UNIT 6: HOME CARE MAINTENANCE AND SAFETY

Level 1

Objective 1: Student will be able to name rooms of house or apartment and basic furnishings.

Objective 2: Student will be able to name cleaning products and their use.

Level 2

Objective 1: Student will be able to name dishes, silverware, and basic cooking utensils, and arrange a conventional place setting.

Level 3

Objective 1: Student will be able to identify household appliances and cleaning tools and their use.

Objective 2: Student will be able to identify common household problems, indicate need for repair and ask price of repair.

UNIT 6: HOME CARE MAINTENANCE AND SAFETY

Level 1

Objective 1: Student will be able to name rooms of house or apartment and basic furnishings.

Vocabulary		Structure	Grammatical Focus
kitchen	bathroom	What is it?	Wh- Question: WHAT
stove	toilet	It's a stove.	
oven	sink		
sink	tub	What room is it?	
refrigerator	shower	It's a kitchen.	
table			
chair			
living room	bedroom		
sofa	bed		
chair	mattress		
rug	dresser		
lamp	crib		
table	clock		
T.V.			
telephone			

Note: Vocabulary may be added or substituted at teacher's discretion.

MATERIALS: dollhouse furniture
dollhouse
visuals of rooms
vocabulary/picture handout of furnished rooms

ACTIVITIES:

Listening
(a) Use basic method with visuals of rooms and dollhouse furniture.
(b) Put dollhouse furniture on a tray and walk around the classroom. Tell individual students to "Point to the stove."
(c) Distribute handout. Use basic method.

Listen Repeat
Use basic method.

Question Answer
(a) Use basic method.
(b) Contrast questions: Arrange furniture in room areas.
T: What is it?
Cl: It's a stove.
T: What room is it?
Cl: It's a kitchen.

CULTURAL CONTENT:

1. Dangerous Products: Home cleaning products must be handled with extreme care. They should always be stored in a high place out of the reach of children. The products should never be mixed together, because the combination could be dangerous. (Chlorine bleach and ammonia in combination produce a poisonous gas.) Dishwasher detergent is extremely dangerous. Even a small amount in a child's mouth will cause permanent damage, which can only be corrected by surgery.

2. Stove Safety: Around small children, turn pot handles in, so pots cannot be knocked over easily. (In areas where natural gas is widely used for cooking, explain the purpose and lighting of pilot lights.) Charcoal briquets cannot be safely used for cooking indoors, because they give off a colorless, odorless, dangerous gas. American homes are built so that gas has no place to escape.

3. Electrical Safety: Children must be kept from playing with electrical outlets. Sticking small objects into the socket can cause electric shock. (Explain shock.) To avoid fire, do not overload circuits/outlets; have frayed cords replaced; do not run cords under rugs. Do not use electrical appliances while in the tub or otherwise touching water. Keep furniture, bedding, and curtains from touching electric baseboard heaters. Do not attempt to repair electrical appliances unless you know what you are doing.

4. Hot and Cold Water: Faucets controlling hot and cold water can be used at the same time to control water temperature. Test water temperature before washing children.

5. Aerosol Products: Be sure nozzle is pointed away from face. Empty aerosol cans should never be burned, but placed in the garbage.

6. Fire: If a fire occurs in your home, you must get yourself and your family out as quickly as possible. Don't try to rescue your valuables. Cover nose and mouth with a cloth while in a smoky room, because smoke inhalation is the biggest danger during a fire. It can make you choke and faint while trying to escape.

7. Crime Prevention: Keep your doors locked, especially if you have to leave your house. Lock doors and windows at night. Avoid letting strangers into your home. You can refuse entrance to anyone. The law considers the home a private domain (even if you are renting), and no one has the right to enter without your permission.

Objective 2: Student will be able to name cleaning products and their use.

Vocabulary	Structure	Grammatical Focus
Dawn (Palmolive, Lux) Ajax (Comet, Bon-Ami) Mr. Clean	A. What is it? It's Dawn.	Wh- Question: WHAT
All (Tide, Dash) Clorox (bleach)	B. Wash the dishes.	Imperative
Arm & Hammer (oven cleaner)	C. What's it for? Washing dishes.	Short answer: Ellipsis

Note: Brand names are used for ease of identification by students. Other brands may be substituted based on availability and cost.

MATERIALS:
- product containers
- dishes
- clothes
- dolls and furniture
- vocabulary/picture handout

ACTIVITIES:

A. Basic Method — Use basic method for Listen, Listen/Repeat, Question/Answer.

B. Listening — Use vocabulary with verbs from EVERYDAY ACTIVITIES, Level 1, Objective 1. Show product container and article to be cleaned (clothing, dish) or dollhouse replica (oven, toilet, tub, sink). Act out verbs to clarify meaning.
T: Dawn. Wash the dishes.

Listen Repeat — Show product container.
T: Wash the dishes.
Cl: (Repeats)

Cued Response — T: (Holds up container)
Cl: Wash the dishes.

C. Dialogue
Doll - 1: Excuse me. What is it?
Doll - 2: Dawn
Doll - 1: What's it for?
Doll - 2: Washing dishes.
Vary dialogue, using other combinations of vocabulary.

CULTURAL CONTENT:

1. In the U.S. you may have rooms, appliances, and fixtures that you have not had before. There are special methods and products to clean these. It is especially important to keep rentals clean because they are owned by someone else. Landlords require that the rental be kept in the same condition in which it was found.

2. Many kinds of cleaning products are advertised on T.V. Not all of them are essential, and some are quite expensive. Some products are multi-purpose, and will save you money. You may already have cleaning methods that work as well as commercial products. (i.e., newspapers to clean windows)

3. Teacher demonstration: Cleaning

Bathroom:
Clean toilets, sinks and tubs weekly. Floors should be kept dry around toilets and tubs to prevent damage to the floor. Shower curtains should be inside the tub while showering. To prevent toilets from plugging up, do not put anything down the toilet (i.e., tampax, diapers, etc.).

Kitchen:
How to clean the kitchen floor, stove and oven. If students have dish washers, and garbage disposals, emphasize using only diswasher detergent and safe use of disposal.

4. Living room/Bedroom Maintenance: Upholstered furniture needs special care. Children jumping on chairs, sofas, and beds can damage hidden springs. Upholstered furniture, mattresses and carpets should not be soaked in water. Waterproof mattress covers can be purchased for children's beds. Most draperies must be drycleaned, not washed. Carpets should be vacuumed weekly. Most people own a vacuum for this purpose. You can buy a used vacuum at used appliance stores and sometimes at garage sales. Carpets may be cleaned using rental equipment available at most grocery stores.

UNIT 6: HOME CARE MAINTENANCE AND SAFETY

Level 2

Objective 1: Students will be able to name dishes, silverware, and basic cooking utensils, and arrange a conventional place setting.

Vocabulary		Structure	Grammatical Focus	
dishes	knife	A. What is it?	Wh- Question:	WHAT
cup	fork	It's a cup.		
glass	spoon			
bowl	chopstick			
plate	napkin	B. Where is it?	Wh- Question:	WHERE
dish		It's on the saucer.	Prepositions:	
saucer	pot		IN	UNDER
	pan		ON	NEXT TO
	coffeepot			

MATERIALS: dishes and silverware
vocabulary picture handout (items arranged as a place setting)

ACTIVITIES:

A. Listening
(a) Use basic method.
(b) Put items on tray and walk around classroom. Tell students to "Point to the cup."

Basic Method: Use basic method for Listen/Repeat, Question/Answer.

B. Listening
T: On the table. It's on the table. (Put cup on table.)
(Repeat varying vocabulary and prepositions.)

Listen Repeat
T: On the table.
Cl: (repeats)
T: It's on the table.
Cl: (repeats)

Kinesthetic Response
Have individual students come to the front of the classroom.
T: Put the cup on the table.
S: (performs action)

Question Answer
(a) Place dishes and silverware in conventional arrangement on the table.
T: Where's the fork?
Cl: It's next to the plate.
(b) Distribute handout. Repeat above activity.

Game
Repeat kinesthetic response and question/answer with unconventional arrangements.
T: Put the glass on the plate.
Put the fork in the glass.

CULTURAL CONTENT:

It is necessary to thoroughly clean dishes and silverware with soap and hot water to avoid spread of disease.

UNIT 6: HOME CARE MAINTENANCE AND SAFETY

Level 3

Objective 1: Student will be able to identify household appliances and cleaning tools and their use.

Vocabulary		Structure	Grammatical Focus
broom	sweep	A. What is it?	Wh- Question: WHAT
mop	mop	It's a broom.	
bucket (pail)	iron		
sponge	vacuum	B. Sweep the floor.	Imperative
vacuum	sew		
iron	wash		
ironing board	dry	C. What's it for?	Short Answer: Ellipsis
sewing machine	cook	Sweeping the floor.	
washing machine			
dryer			
oven			
burner			
freezer			

MATERIALS: visuals
vocabulary/picture handout
dolls

ACTIVITIES:

A. Basic Method Use basic method for Listening, Listen/Repeat, Question/Answer.

B. Listening Show visual of appliance/tool and corresponding visual of verb (act out verbs to clarify meaning).

T: Broom. Sweep the floor.

Listen Repeat Show visual of appliance/tool.

T: Sweep the floor.
CL: (repeats)

C. Dialogue:
Doll-1: Excuse me. What is it?
Doll-2: A broom.
Doll-1: What's it for?
Doll-2: Sweeping the floor.

Communication Exercise Have students look through a catalogue appliance section and ask name and use of appliances.

CULTURAL CONTENT:

1. Fires: Extinguish stove fires with baking soda or by smothering with a lid. Do not use water.

2. Refrigerator Odor: A refrigerator can be cleaned with soap and water or baking soda to control odor. Many people keep an open box of baking soda in the refrigerator to absorb food odors (show example).

4. Defrosting Refrigerator: Some freezers build up ice which overworks the motor, using more electricity and costing more money. To defrost, turn off freezer section, remove food. A pan of hot water will speed the process. Do not use knives or sharp objects to scrape off ice. A gas will be relased and the freezer damaged.

5. Iron: Irons can be set at different temperatures for different fabrics. Put the iron in an upright position when it's hot, unplug the iron when not in use, and add water for steam (demonstrate).

Objective 2: Student will be able to identify common household problems, indicate need for repair and ask price of repair.

Vocabulary		Structure	Grammatical Focus
pipe faucet lock doorknob front door back door plumber electrician repairman landlord	broken need fix	A. What's the matter? My pipe is broken B. Can you fix it? Yes, I can. (No, I can't.)	Predicate Objective Auxiliary: CAN

MATERIALS: visual of broken items
visuals of service occupations
telephones
dolls

ACTIVITIES:

A. Basic Method — Use basic method for Listening, Listen/Repeat, Question/Answer, for vocabulary.

B. Basic Method — To teach auxiliary CAN, see HEALTH, Level 3, Objective 2.

Listening — Pantomime fixing an appliance.

T: I can fix it.

Pantomime being unable to fix an appliance.

T: I can't fix it.

Listen Repeat — Use basic method for yes/no responses.

Question Answer — T: Can you fix it? (show visual of broken item)
Cl: Yes, I can. / No, I can't.

Dialogue — Use with household vocabulary from Level 1, Objective 1.

(a) Tenant: My toilet is broken. Can you fix it?
Landlord: Yes, I can.
Tenant: When?
Landlord: Tuesday.

(b) Tenant: My toilet is broken. Can you fix it?
Landlord: No, I can't. Call a plumber.

(c) Tenant (on phone): My toilet is broken. Can you fix it?
Repairman: Yes, I can.
Tenant: What's it cost?
Repairman: $50.00

(d) Tenant: My toilet is broken.
Landlord: Call a plumber.
Tenant: Will you pay?
Landlord: Yes, I will. / No, I won't.

Vary dialogues using other combinations of vocabulary.

For use of auxiliary WILL in future tense, see EVERYDAY ACTIVITIES, Level 2, Objective 3.

CULTURAL CONTENT:

1. Pipes and wires are in the walls where they cannot be seen. If a pipe breaks in the ceiling, water will start dripping. In a house, there is a water shut-off; use it immediately. In an apartment, immediately call the landlord. In some cold areas of the country, pipes may freeze and break if not properly protected. Let a faucet drip in extremely cold weather to keep water moving. (Explain to students appropriate local procedures for power outages.)

2. Some landlords will pay for repairs, others will not. Always check with the landlord before calling a repairman. Be sure to ask the repairman how much it will cost before the repair is done. If possible, get an estimate in writing.

3. If hot water is dripping, have manager replace washer immediately to save electricity and money.

UNIT 7: HEALTH

Level 1

Objective 1: Student will be able to name parts of the body and location of pain.

Objective 2: Student will be able to express states of being/symptoms.

Level 2

Objective 1: Student will be able to name specialized parts of the body.

Objective 2: Student will be able to identify and name symptoms.

Objective 3: Student will be able to name and identify the purpose of common over-the-counter drugs.

Objective 4: Student will be able to request and follow prescription directions.

Objective 5: Student will be able to follow oral directions during a physical examination.

Level 3

Objective 1: Student will be able to name and identify the purpose of common personal hygiene products.

Objective 2: Student will be able to name bodily functions and disorders.

Objective 3: Student will be able to express injuries.

Objective 4: Student will be able to express duration and location of illness.

UNIT 7: HEALTH

Level 1

Objective 1: Student will be able to name parts of the body and location of pain.

Vocabulary		Structure	Grammatical Focus
head ear eye nose mouth neck throat	chest back stomach arm hand leg foot tooth	What's the matter? My head hurts.	Wh- Question: WHAT Possessive Pronouns: MY HIS YOUR HER

MATERIALS: human body
dolls
vocabulary picture handout (showing body parts)

ACTIVITIES:

Listening
Say vocabulary, pointing to own body parts.
Students point to own body parts.
T: Head

Listen Repeat
Say vocabulary, pointing to own body parts.
Students repeat.

Cued Response
Draw a human figure on the board.
T: (Point to each body part)
Cl: Head.

Drawing
Instruct students to draw a human figure on paper, adding body parts at the direction of the teacher.

T: Draw a head.

Listen Repeat
Say known body parts with pronoun(s).
T: My head. (point to self)
Cl: My head. (point to self)
Repeat for other pronouns, pointing to appropriate person.

Game
Instruct students to stand.
T: Touch your head.
Cl: (performs action)
As students miss, they must sit down. Accelerate pace to keep students interested.

Dialogue

(a) Doctor: What's the matter?
Patient: My head hurts.

(b) Doctor: What's the matter?
Mother with child: His head hurts.

CULTURAL CONTENT:

1. Medical Appointments:

   (a) Making an appointment by telephone - Give name, symptoms, and telephone number. If you cannot keep the appointment, call and cancel. Make sure to give doctor's name when cancelling an appointment, as many doctors share offices. Some doctors charge for missed appointments.

   (b) Preparing for an appointment - It is a good idea to take a bath before seeing a doctor, or brush teeth before a dental appointment. If you don't speak English, arrange for an interpreter (it is helpful for both patient and doctor). Make sure you have a current medical card or medical identification for specific health providers (i.e., Kaiser).

   (c) Arriving - Be on time. Give your name and appointment time to the receptionist. The receptionist will give you a form to complete. On a first visit, you must give a medical history of yourself. Give your medical card number or insurance information, otherwise you will be billed directly. You will be asked to wait. Listen carefully for your name to be called. Americans may not say it correctly.

   (d) Examining rooms - It is not customary to take children or family members into the examining room with you. Interpreters are allowed and adults may accompany children.

2. Physical Examinations:

   (a) Undressing - The nurse will ask you to undress completely or partially, depending on the problem. Do not worry. This is appropriate in the U.S.

   (b) Touching - The doctor must touch you in order to diagnose the problem. A stethoscope is used to listen to the heart and lungs. A tongue depressor is used to make it easier for the doctor to examine your throat. (Show example and demonstrate.)

   (c) Samples - Blood, urine and stool samples may be taken. These tests tell the doctor what is happening inside the body. Do not worry about blood loss. The amount needed in the test is quickly replaced. Taking blood is not part of the cure.

   (d) X-rays - X-rays may be taken. It is similar to a photograph of internal organs. It helps the doctor make a diagnosis and will not hurt.

3. Doctor's Attitude: Doctors have a professional attitude. Although you may be embarrassed by the exam, remember the doctor does not think about your appearance. All medical information is confidential between doctor and patient.

Objective 2: Student will be able to express states of being/symptoms.

Vocabulary		Structure	Grammatical Focus
hungry thirsty hot cold	dizzy tired sick pregnant	A. What's the matter? I'm hungry.	Wh- Question: WHAT Verb: BE Personal Pronouns: I HE

vomiting bleeding		YOU SHE
	B. Are you hungry? Yes, I am. (No, I'm not.)	Yes/No Questions
	C. She's not hungry.	Negative Statements

MATERIALS: visuals (pictures of people exhibiting symptoms/states; example - "hungry" person reaching for food)
vocabulary picture handout (smaller reproductions of visuals)

ACTIVITIES:

A. Listening

(a) Say vocabulary while showing visuals (act out symptoms/states to clarify meaning)

(b) Distribute handout.
T: Point to hungry.
Cl: (performs action)

Listen Repeat

Use basic method with visuals.

Question

(a) T: What's the matter? (show visual)
Cl: She's hungry.

(b) Distribute visuals.
T: What's the matter?
S: I'm hungry.

B. Listening

Introduce yes/no questions by playing both speakers' roles.

Listen Repeat

Use basic method for yes/no response.

Question Answer

(a) T: Is she hungry? (show visual)
Cl: Yes, she is. / No, she's not.

(b) Distribute visuals.
T: Are you hungry?
S: Yes, I am. / No, I'm not.

C. Listening

Introduce negative statements by showing visual and nodding "yes" and "no."

T: She's hungry.
She's not hungry.

Listen Repeat

Use basic method.

Cued Response

T: (show visual "hungry" while nodding yes and no)
Cl: She's hungry.
Cl: She's not hungry.

Dialogue

(a) Doctor: What's the matter?
Patient: I'm dizzy.
Doctor: Are you pregnant?
Patient: No, I'm not.

(b) Doctor: What's the matter?
Mother with child: He's *sick*.
Doctor: Is he *vomiting*?
Mother with child: *Yes, he is*.

Optional Exercise

It is often helpful to encourage students to talk about their feelings, especially regarding their new life in the U.S.

The following vocabulary is suggested to be used with the above activities: happy, sad, mad, angry, homesick, worried, shy, afraid.

CULTURAL CONTENT:

1. *Dizziness*: Many refugees experience dizziness, especially when riding in a car or bus. Dizziness may result because you are unaccustomed to chemicals in the exhaust. Your body will adjust with time.

2. *Pregnancy*: A woman should consult a doctor if pregnancy is suspected. After the pregnancy is confirmed, she should have periodic (every 4-6 weeks) check-ups. The doctor will monitor the pregnancy and take care of any complications that may arise. Pre-natal care is important in having a healthy baby.

3. *Child Delivery Practices*: Most American women have their babies in a hospital. Although doctors usually deliver the baby, in some areas licensed midwives are available. It is legal to have your baby at home, although it is not generally advised by physicians.

   (A basic overview of hospital delivery procedures may be presented at this time. A tour of the Labor, Delivery, and Maternity wards is recommended.)

UNIT 7: HEALTH

Level 2

Objective 1: Student will be able to name specialized parts of the body.

Vocabulary		Structure	Grammatical Focus
face cheek chin hair shoulder elbow wrist	knee ankle toe finger breast vagina feet teeth	What's the matter? My knee hurts.	Wh- Question: WHAT Possessive Pronouns: MY HIS YOUR HER Regular and Irregular Plurals

MATERIALS: human body
dolls
vocabulary picture handout (showing body parts)

ACTIVITIES:

Follow same activities as Level 1, Objective 1.

CULTURAL CONTENT:

1. When to go to the doctor: If a pain or symptom persists more than 3 days or becomes more severe, you should see a doctor. Do not wait until the illness becomes very severe. Early detection and treatment speeds up recovery.

2. Regular Check-ups: Regular check-ups are important in maintaining good health. Many diseases can be detected, treated and prevented before you feel ill.

   (a) Tuberculosis - TB can be detected in its early stages by a skin test or chest X-ray. If you have a positive skin test, you must have a chest X-ray. Positive skin tests do not necessarily indicate TB. It can be treated early with antibiotics. See a doctor if you believe you have been exposed to TB (i.e., in the refugee camps).

   (b) Intestinal Parasites - Intestinal parasites can be detected by stool tests and treated with medication. Although collecting stool samples may be unpleasant, it is necessary to diagnose the disease.

   (c) Veneral Disease - VD is a dangerous disease if not treated in its early stages. It's highly contagious and can be contracted repeatedly. If you suspect you have VD, consult a doctor immediately. If pregnant, you should have a VD test early in the pregnancy.

3. Children's Health:

   (a) Immunizations - Children need to be taken to the doctor for a yearly check-up. They will be given immunizations (injections or oral vaccines) to prevent dangerous infectious diseases (i.e., measles, mumps, polio, tetanus). All children are required by law to have immunizations before entering school. Parents should keep a record of immunizations for the family (show example). These records must be presented when enrolling children in school. Adults should consult a doctor about adult immunizations.

(b) Fever Control Procedure - It is important to take children's temperatures when a fever is suspected. Very high fevers may cause permanent brain damage. If your child has a fever, he should be placed in a lukewarm tub or given a sponge bath (especially head, back of neck, wrists, armpits) to cool off. If fever persists, the child should be taken to a doctor. Dress the child for the weather. Do not excessively bundle the child, as it will cause the temperature to rise. If the fever is 104° or above, the child should immediately be taken to the hospital.

(c) Use of Thermometer - (Distribute vocabulary picture handouts showing oral and rectal thermometers with normal temperature indicated.)

Use oral method for adults and children over 6 years, rectal method for younger children. Demonstrate safe way to take rectal temperature by lubricating end of thermometer, holding child across lap, placing hand on buttocks with the thermometer between fingers to keep it steady. Thermometer tape, which indicates fever when placed on forehead, can also be purchased.

Cleaning - Thermometers should be cleaned before and after use to avoid spreading disease. (Demonstrate correct procedure.) Remember to shake down thermometer before and after use.

Storage - Store thermometer in its case, away from children. If the thermometer breaks, immediately clean up the mercury with a tissue. Do not pick up the mercury with your hands, as it is poisonous and can be absorbed through the skin.

Objective 2: Student will be able to identify and name symptoms.

Vocabulary		Structure	Grammatical Focus
headache toothache stomachache earache backache		A. What's the matter? trouble? problem? I have (a) headache.	Wh- Question: WHAT Verb: HAVE
fever burn cut rash cold cough runny nose sore throat flu period	chills diarrhea constipation cramps lice worms diaper rash	B. Do you have a headache? Yes, I do. No, I don't.	Auxiliary DO Yes/No Question

MATERIALS: visual of symptoms
dolls (and bathroom furniture)
vocabulary picture handout

ACTIVITIES:

Note: Teach structures A & B with first and second person singular before teaching third person singular.

A. Listening — Use basic method with visuals and handouts. Act out symptoms to clarify meaning.

Listen Repeat

(a) Use basic method with visuals.

(b) T: headache
Cl: headache (pantomimes symptom)

(c) Repeat drill with verb HAVE

T: I have a headache.
Cl: (repeats)

Question Answer

(a) T: What's the matter? (pantomimes symptom)
Cl: You have a headache.

(b) Distribute visuals.
T: What's the matter?
S: I have a headache.

B. Listening — Introduce yes/no questions by playing both speakers' roles.

Listen Repeat — Use basic method for yes/no response.

Question Answer — Distribute visuals.
T: Do you have a headache?
S: Yes, I do. / No, I don't.

Dialogue
Doctor: What's the matter?
Patient: I have a fever.
Doctor: Do you have chills?
Patient: Yes, I do.

CULTURAL CONTENT:

1. Fever: Aspirin will relieve fever. When you have a fever, you must cool yourself off. Do not bundle up children with a fever, as this will make the fever higher. Children should stay home from school one day after fever is gone.

2. Sore Throat: Gargling with hot salt water may help a sore throat. Mouthwash is expensive and does not cure a sore throat.

3. Cold: Colds last 1-2 weeks. Aspirin, liquids, and rest will provide some relief. Do not consult a doctor for minor colds. Children with bad colds should stay home from school to avoid infecting other children.

4. Burns: Minor burns do not require medical attention. Ice or cold water will relieve the pain. A blister will form to aid the skin in repairing itself. Do not break blisters. Fish oil, toothpaste, salt, etc., do not help and may further irritate the skin.

5. Diarrhea: Chronic diarrhea in infants is dangerous and may cause dehydration. If diarrhea persists more than two days, consult a doctor. Diarrhea may also be caused by improper diet and formula preparation.

6. Lice: Get Kwell shampoo from a doctor. Leave shampoo on for 5 minutes. Boil all combs and brushes. Wash or put in dryer all bedding, jackets and stuffed animals to kill eggs. If you do not follow these steps, lice may return.

7. Folk Medicine: American doctors are not familiar with Southeast Asian folk medicine (i.e., rubbing coins on back, acupressure, heat methods to relieve headaches). These treatments leave marks and bruises. Be sure to explain these marks to the doctor. He may assume it is child or wife abuse and not a cure.

Objective 3: Student will be able to name and identify the purpose of common over-the-counter drugs.

Vocabulary	Structure	Grammatical Focus
I. aspirin Tylenol	A. What is it? It's aspirin.	Wh- Question: WHAT
II. baby aspirin Liquiprin	B. What's it for? It's for a headache.	
III. calamine lotion baking soda Band-Aid	C. What do you need? I need aspirin.	Auxiliary DO: with interrogative
A&D Ointment	D. Do you need aspirin? Yes, I do. (No, I don't.)	Auxiliary DO: yes/no question
IV. Kaopectate Peptobismol cough medicine Triaminic		

(Note: Brand-name containers are used to make recognition and purchase of products easier for students. Other products may be substituted at the teacher's discretion.)

MATERIALS: OTC drug containers
visuals of symptoms (Level 2, Objective 2)
vocabulary picture handout (symptom with corresponding OTC drug)

ACTIVITIES: (Teach vocabulary in sets with corresponding dosage. See Level 2, Objective 4 as guide to teaching dosages.)

A. Basic Method — Use basic method for Listening, Listen/Repeat, Question/Answer.

B. Listening — Show drug container with visual of symptom.
T: It's aspirin.
It's for a headache.

Listen Repeat — Show drug container with visual of symptom.
T: It's for a headache.
Cl: (repeats)
Repeat activity for other vocabulary.

Question Answer — a) Show drug container.
T: What's it for?
Cl: It's for a headache.

Communication Exercise Show unfamiliar OTC products. Encourage students to obtain information about them by asking, "What is it?"
"What's it for?"

C. Listening
T: I have a headache. (show visual of symptom)
I need aspirin. (show container)

Kinesthetic Response
(a) T: You need aspirin.
S: (selects correct container)

(b) T: You have a headache. (show visual of symptom)
S: (selects correct container)

Listen Repeat Use basic method, showing container and corresponding visual.

Question Answer
(a) T: What do you need? (show visual of symptom)
Cl: I need aspirin.

(b) T: What's the matter? (show container)
Cl: I have a headache.

D. Question Answer
T: Do you need aspirin? (show visual of symptom)
Cl: Yes, I do. / No, I don't.

CULTURAL CONTENT:

Over-the-Counter Drugs: OTC drugs are commonly used in the U.S. for short-term minor illnesses. They treat symptoms; they do not cure the illness, and should be taken only until you feel better. They are for adult use and may not be given to children unless specified on the label. Keep in mind that traditional medicine and home remedies which you use, may be just as effective as these American products.

1. Safety: Always make sure you know what the medicine is, what it's for, and the correct dosage for adults as well as children. Keep all medicine away from children, locked in a high cupboard. If medicine is carried in your purse, keep your purse out of children's reach. Do not tell children it is candy. Pregnant women should consult a doctor before using OTC medicines, as they may have harmful side effects.

2. Brands: OTC drugs are usually purchased by brand (company) name. Some common drugs are also available by generic (product) name and are usually cheaper than brand names of the same product. (Show example: "Bayer" vs. "aspirin".) Brand names may be easier to recognize on the store shelf, because they tend to be advertised on TV, but they are not necessarily better than generic names.

(Note: As each product is explained below, include specific dosages for adults and/or children. Make picture-handout for each drug, showing OTC container, dosage amount and frequency.)

a)	Aspirin (generic)	Taken internally for headache, fever, pain. Do not take if you are bleeding, or during menstruation. May cause stomach irritation if taken often.

	Tylenol (brand)	Used as aspirin, but without above side effects.
II.	baby aspirin (generic)	Taken internally for headache, fever, pain in children, with similar side effects as adult aspirin.
	Liquiprin (brand)	Used internally for symptoms listed above, in infants. Dosage must be very carefully measured to prevent accidental overdose.
III.	calamine lotion (generic)	Applied externally to skin, for rash and itching due to poisonous plants.
	baking soda (generic)	Taken internally (diluted in water) as antacid for sour stomach, heartburn. Also can be applied externally to skin for insect sting.
	A&D Ointment (brand)	Applied externally to skin for diaper rash and minor burns.
IV.	Kaopectate (brand)	Taken internally for relief of diarrhea.
	Pepto-Bismol (brand)	Taken internally for upset stomach, indigestion, nausea.
	Cough medicine (generic)	Taken internally for coughs.
	Triaminic (brand)	Taken internally for relief of sinus congestion due to colds, allergy. (Consult your doctor before taking -- may cause drowsiness and other side effects.)

3. Nose and Ear Drops: If adults or children have chronic ear infections or nasal congestion, it is best to consult a doctor. Ear drops are obtained by doctor's prescription. Although some OTC drugs may look like ear drops, (e.g., Liquiprin), these must not be used in the ear.

Objective 4: Student will be able to request and follow prescription directions.

Vocabulary		Structure	Grammatical Focus
I. tablet capsule teaspoon tablespoon	III. every hours	A. How many tablets do you take? (I) take two tablets.	Wh- Question: HOW MANY
II. once twice three times four times a day	IV. before after meals at bedtime	B. How many times a day? Four times a day. Every four hours. Before meals.	

MATERIALS: realia (tablets, capsules, teaspoons, tablespoons)
prescription bottles
dosage handout (realia pictured in various dosage amounts)
visuals of time words (morning, noon, evening, night)
vocabulary picture handout (small versions of time visuals reproduced on a single page
clocks
visuals of verbs (eat, sleep)

ACTIVITIES: (Teach vocabulary in sets shown above)

A. Use basic method to introduce vocabulary, for Listening, Listen/Repeat, Question/Answer.

T: What is it?
Cl: It's a tablet.

Listening
Show vocabulary items and demonstrate dosages.
T: One tablet.
Take one tablet.

Listen Repeat
Use basic method.

Kinesthetic Response
a) Arrange tablets, capsules, and spoons on a tray.
T: Take one tablet.
S: (chooses correct number)

b) Distribute dosage handout
T: Two tablets.
S: (points to correct dosage on handout)

Question Answer
Use basic method.

For Set II Vocabulary:

B. Listening
Place visuals of time words in correct sequence.
Introduce vocabulary, pointing to appropriate visual.
T: Once a day. (indicate "morning" visual)
Twice a day. (indicate "morning" and "evening" visuals)

Listen Repeat
Use basic method.

Kinesthetic Response
a) T: Twice a day.
S: (points to correct visuals)

Question Answer
Cue class by pointing to appropriate visuals.
T: How many times a day?
Cl: Twice a day.

Kinesthetic Response
a) Distribute time word handout.
T: Twice a day.
Cl: (points to correct pictures on handout)

b) Arrange tablets, capsules, and spoons on tray.
T: Take two tablets.
S: (chooses correct number)
T: Four times a day.
S: (places pills at appropriate times on handout)

c) Combine a) and b) giving students complete dosage direction.
T: Take one tablet four times a day.

Dialogue

a) Customer: How many tablets do I take?
Druggist: Two tablets.
Customer: How many times a day?
Druggist: Four times a day.

b) Customer: (Can you) please help me read this?
Druggist: Take two tablets twice a day.
Customer: Thank you.

For Set III Vocabulary:

B. Listening

Introduce vocabulary, showing clocks set at appropriate time intervals.
T: Every two hours. (clocks set at 8:00, 10:00 ...)

Follow same activities as Set II, using clocks. Handout should show clocks set at appropriate intervals.

For Set IV Vocabulary:

B. Listening

a) To introduce "before" and "after", pantomime taking medicine and eating or sleeping in proper sequence.
T: Before meals.

b) Show visuals of verbs Eat, Sleep. Place medicine "before" and "after" visuals.

Listen Repeat

Use basic method.

Kinesthetic Response

Arrange tablets, capsules, and spoons on tray.
Have students place them in proper sequence to visual.
T: Before meals.
S: (holds pills at left side of visual)

Question Answer

Use basic method.

Kinesthetic Response

Distribute handout (small versions of verb visuals).
Arrange tablets, capsules, and spoons on tray.
T: Take one tablet.
S: (chooses correct number)
T: Before meals.
S: (Places pills in appropriate sequence to verb on handout)

Dialogue

Reintroduce Set II dialogue, substituting vocabulary.

REVIEW

For further review, have students tell you in English the correct dosages for OTC drugs from Level 2, Objective 3. Include dosages for children.

Example: T: She is 3 years old.
How many tablets?
How many times a day?

CULTURAL CONTENT:

Proper Use of Prescription Medicines:

1. Take medication only as directed, even if symptoms disappear or you begin to feel better. Unlike OTC drugs, it is important to finish taking a prescription, (especially antibiotics), as illnesses may flare up again. If you miss taking a dose of medicine, do not double your dose to make up.

2. Take only medicine prescribed for you. Do not take other people's medicine, as they are based on a person's age, weight, and physical condition. Also, drugs decrease in potency with time.

3. Some medications should not be taken in combinations. Always tell the doctor about other medications you are taking. It is helpful to bring along medications you are currently taking, so the doctor knows exactly what it is.

4. Do not expect medicine to make you feel better immediately. But if the medicine does not appear to work, call your doctor. There may be a problem with the medicine or an improvement you are unaware of.

5. Medicines to be taken before or after meals are prescribed in this manner because food can interfere with some medicines' effectiveness or help prevent stomachaches from drugs harsh on the stomach.

6. Some medicines may cause drowsiness. There is a warning on the bottle. If the side effect is severe, consult your doctor.

7. Store medicines out of children's reach. Some medicines must be refrigerated. Also, liquids should be shaken before use to loosen any particles that remain at the bottom.

8. Child Safety Containers: Many medicine containers must be opened in a special manner, thus preventing children from getting into them accidentally. There are several different methods of opening bottles. (Demonstrate different methods. Have students practice opening containers.)

9. Dosage: If you do not know the correct dosage, ask for help. Improper dosage may be harmful. Not all prescription medicines are to be taken internally. Some are for external use (skin cream), or inserted (suppositories). Make sure you know how to take the medicine; ask for help if you are in doubt.

10. How to Obtain: The doctor will give you a note called a prescription. To obtain the medicine, you must take the note to a drug store or pharmacy section of a store, and wait a few minutes while it is filled. It is not necessary to go to a hospital to have a prescription filled.

Objective 5: Student will be able to follow oral directions during a physical examination.

Vocabulary	Structure	Grammatical Focus
breath deep breath hold it breathe take off your clothes remove your clothes undress get dressed make a fist below the waist above the waist	Take a breath.	Imperative Form

MATERIALS: dolls
realia - clothing
stethoscope (optional)

ACTIVITIES: (Note: Vocabulary for recognition only. Students need not produce the vocabulary.)

Listening — Say the vocabulary, demonstrating physical activity.

Kinesthetic Response
(a) Say the vocabulary, and students perform the action.
(b) Say the vocabulary, and students remove clothing from doll. This activity can be used with students putting on extra layers of clothing and removing them as directed.

T: Remove your clothes above the waist.
S: (removes sweater)

Role Playing — Play role of doctor, leading students through a complete physical examination.

CULTURAL CONTENT:

1. Undressing: Physical examinations involve some degree of undressing. Undressing includes removal of undergarments. Patients are given a sheet or gown to put on (opening in back).

2. Types of Exams:

(a) Stethoscope - A stethoscope is used to listen to the heart and lungs. It is placed on your chest or back.

(b) Blood Test - Blood samples are taken by pricking a finger or with a syringe inserted into the arm. Rubber tubing is tied around the arm, and the patient makes a fist in order to make the vein more visible.

(c) Urine Test - The nurse will give you a container with a lid and direct you to the bathroom. Urinate in the cup, allowing the first drips to go into the toilet. You may be given an antiseptic swab to clean the vaginal area before urinating. This keeps the specimen pure. You may be asked to bring a specimen to an appointment. Follow the above procedure, using a sterile glass jar (wash with hot water).

(d) Pelvic Exam - This exam detects pregnancy, infections and cancer. Lie down on the table, place feet in stirrups, and slide down to the edge of the table. A speculum is gently inserted into vagina, separating vaginal walls so doctor can see more clearly. To test for an infection or cervical cancer, the doctor inserts a small flat stick and gently scrapes the cervix or vaginal walls. The specimen is sent to the lab for inspection. The speculum is removed and the doctor, wearing a surgical glove, inserts 2 fingers into the vagina in order to feel the uterus. The exam only takes a few minutes, and may cause mild discomfort. You can alleviate the discomfort by relaxing your muscles and breathing deeply.

(e) Breast Exam - The doctor will feel your breasts to check for unusual swelling or lumps, as a possible indication of cancer.

(f) Rectal Exam - The doctor will examine the rectum for abnormalities by inserting 1 finger into the rectum.

3. Family Planning: A basic overview of contraceptive methods may be presented at this time. Guest speakers from Planned Parenthood are recommended.

UNIT 7: HEALTH

Level 3

Objective 1: Student will be able to name and identify the purpose of common personal hygiene products.

Vocabulary	Structure	Grammatical Focus
soap toothbrush toothpaste shampoo comb brush Kotex deodorant wash brush	A. What is it? It's shampoo.	Wh- Question: WHAT
	B. What's it for? For washing hair.	Short answer: ellipsis Present continuous tense

MATERIALS: personal hygiene products
visuals (verbs)
vocabulary picture handout
dolls

ACTIVITIES:

A. Listening (a) Use basic method with products and handout

(b) Place products on a tray and circulate among the students.

T: Pick up the shampoo.
S: (performs action)

Basic Method Use basic method for Listen/Repeat, Question/Answer.

B. Listening Introduce verbs in the imperative form.

Listen Repeat
T: wash.
washing.
washing hair.
Cl: (repeats)

Dialogue
S-1: What is it?
S-2: It's shampoo.
S-1: What's it for?
S-2: For washing hair.

Asking Questions Show a few unfamiliar products. Encourage students to obtain new information by asking:
S: What is it? What's it for?

CULTURAL CONTENT:

1. Cleanliness: Every culture has a different concept of cleanliness. In America, people regard personal hygiene as extremely important. Most Americans bathe every day or every other day, wash their hair several times a week, and brush their teeth twice a day (morning and night).

2. Personal Hygiene Products:

(Show examples of each product)

(a) Soap - There are many brands of soap which vary in price, size and smell. They all work equally well, and it is a matter of personal preference. Soap is not useful for washing hair.

(b) Shampoo - As with soaps, there are many kinds of shampoo available. There are also special shampoos that help control dandruff. When shampooing, make sure to rinse hair thoroughly to remove all residue.

(c) Comb/Brush - Clean combs and brushes with warm water and soap periodically. They pick up dirt and oil with use, and will make your clean hair dirty.

(d) Dental Products - Brushing teeth regularly is important for healthy teeth and a nice appearance. (Recommended: presentation on dental care by a hygienist.)

(e) Feminine Hygiene Products - Sanitary napkins come in different sizes, and with or without adhesive strips. They should be disposed of wrapped in toilet paper and put in the bathroom wastebasket, not flushed down the toilet. (Explain use of tampax.)

(f) Deodorant - Deodorants can be purchased in spray and roll-on form. Many Americans use them to control underarm odor. Daily bathing can substitute for deodorant use.

Objective 2: Student will be able to name bodily functions and disorders.

Vocabulary	Structure	Grammatical Focus
breathe hurt move burn swallow itch urinate have a bowel movement	A. It hurts when I breathe. My chest hurts when I breathe.	Adverbial Clause: WHEN
see hear sleep	B. I can't hear.	Auxiliary: CAN negative statements
smell taste	C. Can you hear? Yes, I can. (No, I can't.)	Yes/No Questions

MATERIALS: visuals (bodily functions)
human body

ACTIVITIES:

A. Basic Method Use basic method for Listening and Listen/Repeat.

Listening (a) Use basic method with visuals (act out bodily function to clarify meaning)

T: It hurts when I breathe.

(b) Use basic method, pointing to body part and visual.

T: My chest hurts when I breathe.

Listen Repeat — Use basic method.

Question Answer
(a) T: What's the matter? (show visual)
Cl: It hurts when I breathe.

(b) T: What's the matter? (point to body part and visual)
Cl: My chest hurts when I breathe.

B. Listening — Close eyes, pretend to sleep.

T: I can sleep.
Open eyes, pretend to be restless.

T: I can't sleep.
Repeat with other vocabulary.

Listen Repeat — Use basic method with visuals, nodding "no" to indicate negative.

C. Listening — Introduce Yes/No Questions, by playing both speakers' roles.

Listen Repeat — Use basic method for Yes/No response.

Question Answer
Distribute visuals.
T: Can you see.
S: Yes, I can. / No, I can't.

CULTURAL CONTENT:

1. Urinary Tract Infections: Infection may involve bladder, and tubes leading to bladder and kidneys. Symptoms include pain during urination, frequent urination, a feeling that you need to urinate when you can't, and sometimes fever, chills, and backache. It can be treated with antibiotics. Plenty of fluids and rest will speed up recovery. Infections may be caused by improper cleansing habits or not urinating when needed.

2. Vaginal Infections: Vaginal discharge, itching, pain during intercourse and burning during urination may be signs of a vaginal infection. They can be diagnosed and treated by a doctor. To prevent infections, wear cotton underwear, avoid commercial douches, and always wipe yourself from front to back after a bowel movement. Vaginal infections are not the same as venereal disease.

Objective 3: Student will be able to express injuries.

Vocabulary	Structure	Grammatical Focus
bump swollen broken sprained	He has a broken leg.	Adjectives: placement Verb: HAVE

MATERIALS: visuals (injuries)
dolls
vocabulary picture handout

ACTIVITIES:

Listening
(a) Use basic method showing visual and pointing to body part
T: broken leg
(b) Repeat drill with verb HAVE
T: He has a broken leg.

Listen Repeat
Use basic method.

Question Answer
T: What's the matter? (show visual, point to body part)
Cl: He has a broken leg.

Dialogue
Doctor: What's the matter?
Patient: He has a sprained ankle.
Doctor: What happened?
Patient: He fell.

CULTURAL CONTENT:

1. Basic First Aid: In the case of medical emergencies, first aid can be administered until help arrives. It is important to remain calm and summon help the first chance you get. (It is recommended that the teacher contact the local American Red Cross to provide basic first aid training for the following areas: choking, poisoning, shock, severe burns, bone injuries, and head injuries.)

2. What to do When a Death Occurs:

(a) When someone dies in the hospital, the doctor and the family will be notified immediately. When you arrive, the hospital will want to ask you what arrangements you would like to make for disposition of the body. Most people in the U.S. use a funeral home for this purpose. The funeral director can have the death certificate filed for you, have the body removed, and arrange for burial service, depending on the family's wishes.

Funeral and burial arrangements are quite costly. The family should make sure they understand how much the arrangements will cost before they decide. For example, it costs less to hold a memorial service at the gravesite than to have a formal funeral. Cremation is often less than embalming and burial. It is best to let the funeral director know how much you can afford, and he can then offer appropriate arrangements.

(b) When someone dies at home, it is necessary to call the police. They can notify the Coroner for you and he will come to help make arrangements for the body. (The teacher should include information about specific state laws which pertain. Example: In the State of Oregon, a body may be held no longer than 24 hours before it is embalmed or refrigerated.)

(c) Autopsy: Generally, an autopsy may not be performed without the family's consent, except in cases of suspected crime (such as murder) and accident. In these circumstances, the Coroner has the power to order an autopsy to obtain evidence. Often, when someone dies of an unknown disease, the doctor may wish to have an autopsy to learn more about the disease. However, he must have the family's written permission, and you can stipulate on the permit any special conditions (for example, that the body remain intact after autopsy is performed).

(The teacher should include additional specific state information about autopsy.)

Objective 4: Student will be able to express duration and location of illness.

Vocabulary	Structure	Grammatical Focus
day week month	A. How long has it hurt? For a week.	Wh- Question: HOW LONG
	B. Where does it hurt? Here.	Wh- Question: WHERE

MATERIALS: calendar

ACTIVITIES:

A. Listening — Introduce structure, playing both speakers' roles. Indicate duration of time on calendar.

Question Answer — Use basic method, cueing with calendar.

T: How long has it hurt? (indicate duration of time on calendar)
Cl: For a week.

Dialogue

Doctor: What's the matter?
Patient: My stomach hurts.
Doctor: How long has it hurt?
Patient: For a week.

B. Listening — Introduce structure, playing both speakers' roles.

Dialogue

Doctor: Where does it hurt?
Patient: Here. (points to location of pain)
Doctor: Does it hurt here? (points to another area)
Patient: No.

CULTURAL CONTENT:

There are three types of medical services available:

1. Hospitals

(a) Acute care is available for longer-term illness, surgery, child delivery, etc. Cooked meals are served to patients and you may request a special diet if necessary. They have private or semi-private rooms, and allow regular visiting hours.

Any surgery performed requires written consent from the patient or closest relative before it is performed. Be sure you understand exactly what the operation is for, what will be done, and how it will affect you afterward. Remember that you have the right to refuse any treatment which you do not want or do not understand.

(b) Emergency rooms are located within the hospital and are open 24 hours a day. They are used only for serious, sudden or possible life-threatening illnesses. (Example: heart attack, head injury, broken bones, excessive bleeding or internal bleeding, high fever or convulsions, especially for children.)

To obtain Emergency Room services, personal identification and a medical card or proof of insurance is often required. Because the cost of these services is very high to the hospital and the insurance provider, it is important that patients use their regular doctor for routine medical problems.

(c) Outpatient clinics are often located in hospitals. They provide the same services as a doctor's office, and an appointment is often necessary. Patients are seen on a walk-in basis during specific hours of the day. You may have to wait for a period of time (up to several hours) and you might be seen by a different doctor each time you go.

2. Doctor's Offices

It is advisable that you obtain a "family" doctor whom you can see on a regular basis for routine health problems. When you use a family doctor for a period of time, the doctor can become acquainted with you and your family's particular health problems, and will be better able to provide the most effective treatment.

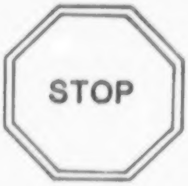
3. City/County Health Services

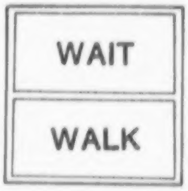
These are similar to outpatient clinics but have more limited services (such as TB screening, VD treatment, family planning and birth control, well-child clinics, pregnancy testing, and referral). Making an appointment is sometimes preferred. Some health services also have bilingual staff for Southeast Asian languages.

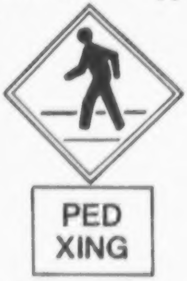
UNIT 8: TRANSPORTATION AND PLACES

Level 1

Objective 1: Student will be able to observe pedestrian regulations, recognize traffic and pedestrian signals, cross streets at appropriate place and recognize the following signs:







Objective 2: Student will be able to follow instructions on a bus and use appropriate expressions.

Objective 3: Student will be able to identify common and public places.

Level 2

Objective 1: Student will be able to identify other local public places.

Level 3

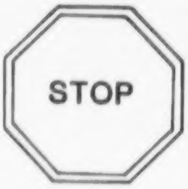
Objective 1: Student will be able to purchase and mail postal items.

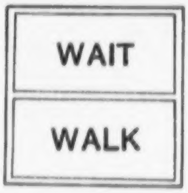
Objective 2: Student will be able to name some common occupations, husband's occupation and place of employment.

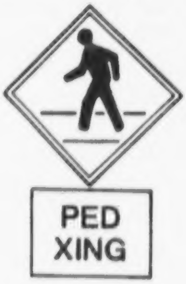
UNIT 8: TRANSPORTATION AND PLACES

Level 1

Objective 1: Student will be able to observe pedestrian regulations, recognize traffic and pedestrian signals, cross streets at appropriate place and recognize the following signs:







ACTIVITIES:

1. Field Trip - Take students on a walking tour of local area. Demonstrate how to cross the street safely, and how to operate push-button signal. Show where crosswalks are located. Demonstrate meaning of traffic signals: Walk/Wait, green/red light, Stop sign, pedestrian crossing sign.

2. Review signs orally. T: Walk (show sign and demonstrate meaning)
   Cl: (repeats)

3. Test students' understanding by cueing with signs. Have students perform appropriate action.

CULTURAL CONTENT:

1. Safety on the street:
   a. It is considered safe to cross at the corner or the crosswalk, especially if there is no traffic signal. At the corner, a pedestrian can be seen more easily by passing cars.
   b. It is unsafe to cross from the middle of a block, and particularly from between two parked cars. Passing cars will not be able to see you, or may be going too fast to stop.
   c. When crossing with children, try to cross the street as a group. Hold smaller children by the hand.
   d. It is especially important, if you live in a city, to teach your children to stay off the street when playing outdoors.
2. Pedestrian laws:
   a. You are jaywalking if you cross the street against the traffic signal or cross in the middle of a block.
   b. In many cities, pedestrian laws are strictly enforced and the police issue fines to violators.
   c. (The teacher should include specific information which applies to the students' local area.)
3. Social courtesies:
   a. Take care to avoid walking on other people's lawns, yards, or gardens.
   b. It is not permitted to pick flowers, fruits, or other vegetation from people's property. These acts are a violation of the law -- trespassing.

Objective 2: Student will be able to follow instructions on a bus and use appropriate expressions.

Vocabulary

Oral production:	For recognition only:
Transfer, please.	Move to the back.
Ring the bell.	Step to the rear.
Pay now?	Exit at the front.
	Push the door.
bus	Pay when you enter/exit
bus stop	

(Vocabulary may be substituted or added, depending on local transit system. Example: token, subway, etc.)

MATERIALS: visuals (bus, bus stop with marker)
transfers
tickets, passes

ACTIVITIES:

Field Trip — Take students on a bus ride to the central or downtown area. Demonstrate how to:

- a) Recognize bus stop (by sign, location, etc.)
- b) Identify correct bus (by number, route name)
- c) Board (using correct door, allowing passenger to exit first)
- d) Present fare (where to pay and how much, using exact change if necessary)
- e) Request transfer
- f) Exit bus (signaling driver at stopping point, using correct door)

Listening — Use basic method. Simulate a bus interior (box for paying fare, cord or buzzer drawn on board, driver seat, passenger seats).

Listen Repeat — Use basic method with simulated situation.

Dialogue

Passenger: (entering bus) Pay now?
Driver: Yes.
Passenger: (pays fare) Transfer, please.
Driver: (gives transfer)
Passenger: Thank you.

Kinesthetic Response — Test vocabulary (for recognition only) with simulated situation.

T: Move to the back.
S: (performs action)

CULTURAL CONTENT:

1. Passenger regulations and courtesies:
   a. While waiting for the bus, avoid using other people's property as a waiting area.

b. It is usually customary to form a line and wait your turn to board. Allow passengers to exit before boarding.
c. On the bus, eating, drinking, and smoking are usually not allowed.
d. Children should remain seated or stand quietly while the bus is moving. If the bus is crowded, small children should be held on the lap to allow others to sit down.
e. If you need to change your baby's diaper, keep the bus seat clean by placing the clean diaper under the baby before removing the soiled diaper.
f. Special seats are often reserved at the front of the bus for handicapped and senior citizens. Avoid using these seats.

2. Provide specific information about the local transit system.
   a. Where you can go on the system, how far it covers.
   b. Rates for fare.
   c. Discounts available for senior citizens and frequent riders.
   d. Special schedules on weekends and holidays.

Objective 3: Student will be able to identify common and public places.

Vocabulary	Structure	Grammatical Focus
store doctor dentist hospital bus stop school downtown home	A. Go to the store. B. What is she doing? She's going to the store. to school. home.	Verb: GO imperative Present Continuous Tense Preposition: TO Personal pronouns: I HE THEY YOU SHE

MATERIALS: visual of places
dolls

ACTIVITIES:

A. Basic Method — Use basic method for Listening, Listen/Repeat.

Listening — Place visuals in various locations around the room.
T: Go to the store. (move doll to visual)

Kinesthetic Response — T: Go to the store. (point to visual)
S: (performs action by walking to visual)

Listen Repeat — Use basic method.
T: Go to the store.
Cl: (repeats)

Kinesthetic Response — Have students direct the teacher, then each other to the various places.

B. Listening — Move doll to each visual.
T: She's going to the store.

98

Listen Repeat	Use basic method.
Question Answer	Move doll to each visual. a) T: What is she doing? Cl: She's going to the store. b) T: Go to the store. S: (performs action) T: What is she doing? Cl: She's going to the store. Repeat activity, using other pronouns.

UNIT 8: TRANSPORTATION AND PLACES

Level 2

Objective 1: Student will be able to identify other local public places.

Vocabulary	Structure	Grammatical Focus
bank drug store (pharmacy) laundromat	A. Where is she? She's at the bank.	Wh- Question: WHERE
park restaurant post office bus station	B. Where is she going? She's going to the bank.	Prepositions: TO AT
train station airport	C. When is she going? At 6:00.	Wh- Question: WHEN

MATERIALS: visuals of places
dolls
clock
question board

ACTIVITIES:

A. Basic Method — Use basic method for Listening, Listen/Repeat and Question/Answer with dolls and visuals.

Listening — Place visuals in various locations around the room.
T: At the bank (hold doll at visual of bank)
She's at the bank.

Kinesthetic Response
T: Go to the bank.
S: (walks to the visual of a bank)

T: Where is she?
Cl: She's at the bank.

B. Question Answer — Use basic method with dolls and visuals.

Kinesthetic Response
T: Go to the bank.
S: (performs action).
T: Where is she going?
Cl: She's going to the bank.

Dialogue
D-1: Where are you going?
D-2 I'm going to the bank.
D-1: Where?
D-2: To the bank.

Kinesthetic Response
T: Go to the bank.
S: (performs action)
T: Where are you going?
S: I'm going to the bank.
T: Where is she going?
S: She's going to the bank.

T: Where is she?
Cl: She's at the bank.

C. Listening

Show visual of place and set clock.
T: She's going at 6:00. (move doll to visual)

Listen Repeat

Use basic method.

Question Answer

Show clock and visual of place.

(a) T: When is she going? (move doll to visual)
Cl: At 6:00.

(b) T: Where is she going? (point to visual)
Cl: To the bank.
T: When is she going? (point to clock)
Cl: At 6:00.

Repeat activity, but do not point to clock or visual.

(c) Cue for question by holding question board next to clock or visual.

T: At 6:00.
Cl: When is she going?
T: To the bank.
Cl: Where is she going?

(d) Contrast questions using Level 1 places and verbs.

Where is she?	She's at the store.
What is she doing?	She's buying apples.

CULTURAL CONTENT:

1. Use of Laundromats

These are considered public places in that it is the responsibility of all customers to keep them clean. Clothing should be removed from the machines as soon as they are done so that others may use them. Many laundromats are equipped with change machines. (Note: A field trip to a local laundromat can be helpful to show students how to operate the various machines.) A few cautions:

(a) Don't leave your clothing unattended; someone may be tempted to steal them.
(b) If you lose your money in a machine, tell the attendant (if there is one).
(c) For your own personal safety, avoid using a laundromat late at night, especially if you are alone.
(d) Do not overload or oversoap the washers.

2. Use of Public Parks

(a) Littering in parks and on streets is a violation of the law; violators may be charged a fine.
(b) The public parks belong to everyone, and space and equipment are shared. Children should be taught to use play equipment for a limited time, if other children are waiting.
(c) Playing fields (for soccer, baseball, etc.) are sometimes reserved for organized teams. Other users must avoid these areas during those specific times. Playing fields should be used for a limited time, if other players are waiting.

(d) Running tracks are reserved for running and jogging, and may not be used for other sports or games.

3. Your Children's School System

(a) (The teacher should include information about the local public school system and its specific policies regarding immunizations, ESL classes available for children, and any necessary papers to sign.)

(b) Report cards are issued several times a year to notify parents of their children's progress. They must be signed and returned to school.

(c) Parent/teacher conferences are held several times a year and parents are expected to attend to meet their child's teacher and to discuss their child's progress. If you speak very little English, it is helpful to bring someone as an interpreter.

(d) School closures occur during bad weather (such as storms, snow, or ice, and for holidays and special school events). Usually, the children are given a notice of school closure to bring home to their parents. (The teacher should show examples.) Closures due to bad weather are announced on the radio.

UNIT 8: TRANSPORTATION AND PLACES

Level 3

Objective 1: Student will be able to purchase and mail postal items.

Vocabulary	Structure	Grammatical Focus
letter mail envelope buy stamp registered airmail package	I want to buy stamps. I want to mail a registered letter.	Verb + Infinitive

Note: Mailing packages overseas is not included because it requires more literacy skills than students possess at this level.

MATERIALS:
postal items
dolls
visuals of verbs
plain envelopes
change of address cards (can be obtained from post office)

ACTIVITIES: Oral

Basic Method: Use basic method for Listening, Listen/Repeat, and Question/Answer, to teach vocabulary.

T: What is it?
Cl: It's a letter.

Listening: T: I want to buy stamps.

Listen Repeat: Use basic method, cueing with visuals.

Cued Response: Cue students with visuals and postal items
T: (shows stamps)
Cl: I want to buy stamps.

Dialogue:

a)
Clerk: May I help you?
Customer: I want to buy ten stamps, please.
Clerk: How many?
Customer: Ten.

b)
Clerk: Next!?
Customer: (doesn't respond)
Clerk: Next, please!
Customer: Oh, sorry. (walks to window)
Clerk: May I help you?
Customer: I want to mail a registered letter.

ACTIVITIES: Writing

1. Addressing an envelope or package: Demonstrate on board where to place mailing

address, return address, and stamp. Distribute envelopes and have students practice.

2. Change of address cards: Demonstrate on board how to fill out card, pointing out familiar sight words such as "name", "address", etc. Distribute cards, have students practice filling out.

CULTURAL CONTENT:

1. Mailing packages overseas:
    - (a) They must be wrapped in brown paper and tape. (Teacher demonstration)
    - (b) An insurance form must be filled out to specify contents.
    - (c) There are various ways to send an overseas package at the post office (by boat or plane) and this will determine the cost and how quickly it arrives.
    - (d) The cost of mailing depends on the weight of a letter or package.

2. To send money by mail, use only money orders and registered letters. Do not send cash, as it will probably be stolen.

3. If you move, you should notify the post office by using a change of address card. These are free and available at your local post office. This way, you will continue to receive your mail at your new home.

Objective 2: Student will be able to name some common occupations, husband's occupation and place of employment.

Vocabulary	Structure	Grammatical Focus
carpenter dishwasher janitor busboy factory work	A. What is he? (What does he do?) He's a carpenter.	Wh- Question: WHAT
gardener tailor cook soldier salesman storekeeper housewife	B. Where does he work? At ABC Company.	Wh- Question: WHERE

Note: Vocabulary may be added or substituted depending on students' present occupations.

MATERIALS: visuals of occupations
vocabulary picture handout
dolls

ACTIVITIES:

A. Basic Method: Use basic method for Listening, Listen/Repeat, and Question/Answer.

Idiomatic variation: After students have learned the vocabulary with the question, "What is he?", substitute the question, "What does he do?" to accustom students to recognizing these questions as having the same meaning in this context.

B. Listening — Introduce question and response by playing both speakers' roles.

Communication Exercise — Encourage students to find out their occupation (or husband's occupation) and place of employment, and bring this information to class. They can practice during class by responding to questions, "Where does your husband work?" and "What does he do?"

Listen Repeat — Use basic method for question only.
T: Where does he work?
Cl: (repeats)

Dialogue — Students' drawings of their families can be used from PERSONAL INFORMATION, Level 1, Objective 2, as a basis for dialogue:

S-1: This is my husband.
S-2: What does he do?
S-1: He's a dishwasher.
S-2: Where does he work?
S-1: At The Jasmine Tree.

CULTURAL CONTENT:

1. Some jobs don't require a high proficiency in English; for example: manual labor, industrial assembly, dishwashing, janitorial, farm labor, factory sewing, unskilled labor. (Include information about how to obtain jobs locally; i.e., through State Employment Office, and other available employment services.)

2. Laws which regulate employment:

   (a) Minimum wage: It is established by federal law that employers may not pay less than the minimum wage per hour. (Include information about the current rate.)

   (b) Discrimination: It is against the law for an employer to deny anyone a job on the basis of age, sex, nationality, race or religion.

   (c) Tax: Everyone who earns an income is required to pay her/his share of federal income tax. Usually, this is subtracted from your paycheck by your employer, who then sends that money to the federal government, in your name. (Include additional information on state and local taxes.)

3. Benefits:

   Most American companies provide benefits other than wages to their employees: medical insurance, dental insurance, etc. It is important to find out what benefits are provided. This information can be obtained at the company's personnel office.

UNIT 9: DIRECTIONS AND SIGNS

Level 1

Objective 1:	Student will be able to follow basic classroom directions.

Level 2

Objective 1:	Student will be able to ask and follow basic directions.
Objective 2:	Student will be able to give and follow directions within a house.
Objective 3:	Student will be able to ask and follow directions within a building.
Objective 4:	Student will be able to read common signs and room numbers within a building.

Level 3

Objective 1:	Student will be able to request and follow basic directions on the street.

UNIT 9: DIRECTIONS AND SIGNS

Level 1

Objective 1: Student will be able to follow basic classroom directions.

Vocabulary		Structure	Grammatical Focus
book	open	A. What is it?	Wh- Question: WHAT
pen	close	It's a book.	
pencil	stand up		
chair	sit down	B. Is it a book?	Verb: BE
table	pick up	Yes, it is.	Yes/No Question
light	put down	(No, it's not.)	
door	take out		
window	turn on	C. Open the door.	Imperative
wall	turn off		
floor	listen		

MATERIALS: classroom objects
vocabulary picture handout

ACTIVITIES:

(Note: Two-word verbs are taught as a single unit.)

A. Basic Method — Use basic method for Listening, Listen/Repeat, and Question/Answer.

Kinesthetic Response
T: Go to the door.
S: (performs action)

B. Listening — Introduce yes/no question by playing both speakers' roles.

Listen Repeat — Use basic method for yes/no responses.

Question Answer — Use basic method.

C. Listening — Introduce imperatives while performing action.

T: Open the door.

Listen Repeat — Use basic method.

T: Open the door. (performs action)
Cl: (repeats)

Kinesthetic Response
(a) T: Open the door.
S: (performs action)
Repeat activity with individual students.

(b) T: (point to object and pantomime action)
Cl: Open the door.
Repeat activity with individual students.

(c) Have students give imperatives to teacher and other students at random.

UNIT 9: DIRECTIONS AND SIGNS

Level 2

Objective 1: Student will be able to ask and follow basic directions.

Vocabulary		Structure	Grammatical Focus
left right straight	go turn stop	A. Go left. B. Where is the bank? Go right.	Imperative Wh- Question: WHERE

Note: Use vocabulary with places from TRANSPORTATION, Level 1, Objective 3; and Level 2, Objective 1.

MATERIALS: visuals of places
dolls

ACTIVITIES:

A. Listening — T: Left. (point left, with back to class)

Listen Repeat — Use basic method, while pointing.

Kinesthetic Response — Use vocabulary with body parts (HEALTH, Level 1, Objective 1)

(a) T: Left hand.
Cl: (raises left hand)

(b) T: Touch your left leg.
Cl: (performs action)

Listen Repeat — Give directions.

T: Go left. (performs action)
Cl: (repeats)

Kinesthetic Response — (a) Give directions, class performs action.
Repeat with individual students.

(b) Have students direct the teacher, then each other.

B. Basic Method — Use basic method for Listening, Listen/Repeat.

Question Answer — Put visuals of places in various locations around the room.

T: Where is the bank?
Cl: Go left.
T: (performs action)
Repeat activity, teacher to student, then student to student.

Objective 2: Student will be able to give and follow directions within a house.

Vocabulary	Structure	Grammatical Focus
upstairs downstairs basement stairs hall inside back outside front	Where is the bathroom? It's upstairs.	Wh- Question: WHERE Preposition: IN

MATERIALS: dolls
doll house
vocabulary picture handout (showing cross section of a two-story house, including bathroom, stairs, basement)

ACTIVITIES:

Listening

(a) Introduce vocabulary, moving doll to various locations of dollhouse.

T: Upstairs. (move doll up the stairs)

(b) Draw cross section of two-story house on the board and move dolls to various locations.

T: Upstairs. (move doll upstairs)
Basement. (move doll to basement)

Listen Repeat

(a) Use basic method with doll, dollhouse, and drawing.

T: Basement.
Cl: (repeats)
T: In the basement.
Cl: (repeats)

(b) Distribute handout. Use basic method.

Kinesthetic Response

Direct students to various locations of classroom and/or building.

T: Go to the back.
S: (performs action)
T: Go upstairs.
S: (performs action)

Repeat activity, having students direct the teacher, then each other.

Question Answer

(a) Use basic method with dolls, dollhouse, and drawing.

T: Where is she? (move doll upstairs)
Cl: She's upstairs.

(b) Use basic method, referring to vocabulary picture handout.

T: Where is the bathroom?
Cl: It's upstairs.

Dialogue (a) Doll-1: Excuse me, where is the bathroom?
Doll-2: It's upstairs.
Doll-1: Where?
Doll-2: Upstairs.

(b) Doll-1: Where is Chuong?
Doll-2: She's outside.

Vary dialogues, using other combinations of vocabulary.

CULTURAL CONTENT:

1. Use of Public Restrooms: Although public restrooms are cleaned by janitors, they should be treated the same as the one in your own home. Other people will be using the facilities and will be offended if the restroom is not clean. There are separate restrooms for men and women. It is acceptable for boys under the age of 6 to use the women's bathroom when accompanied by their mothers. Young children should always be accompanied by an adult in public restrooms.

Objective 3: Student will be able to ask and follow directions within a building.

Vocabulary	Structure	Grammatical Focus
building hall room floor first second third	Where's the bathroom?	Wh- Question: WHERE
stairs elevator escalator	It's on the second floor. down the hall. next to the elevator.	Prepositions: ON DOWN NEXT TO NEAR

MATERIALS: visuals
dolls
vocabulary picture handout (showing cross section of three-story building, including bathrooms, stairs, elevator, etc.)

ACTIVITIES:

Follow same activities as Level 2, Objective 4.

Dialogue (a) Doll-1: Excuse me, where is the bathroom?
Doll-2: It's on the second floor.
Doll-1: Where?
Doll-2: Second floor.

(b) Doll-1: Excuse me, where is the telephone?
Doll-2: It's down the hall, next to the stairs.

Vary dialogues, using other combinations of vocabulary.

CULTURAL CONTENT:

1. Elevators: (Demonstrate use of elevators by taking students on a field trip or with visuals. Point out different buttons and floor indicator.) If you are in a crowded elevator and wish to get out, "Excuse me" will signal people to move. When pushing button for your floor, be careful not to push the red emergency button.

2. Escalators: Escalators are often found in large stores. They are safe if used correctly. When getting on the escalator, stand in the middle of the step and hold on to the rail to keep your balance. Children should always be watched so that they do not fall or hurt themselves. Strollers should not be taken on an escalator.

Objective 4: Student will be able to read common signs and room numbers within a building.

SIGHT WORDS:

Men
Women
Restroom
Ladies
Gentlemen

Out of Order

In
Out
Exit

MATERIALS: sight word cards
visuals (men, women, broken toilet, telephone)
international symbols (men and women)
handout (displaying sight words)
handout (showing a cross section of a three-story building with rooms numbered)

ACTIVITIES:

Oral/Reading

1. Show sight word cards and say each word, acting out meaning where necessary.

2. Show sight word cards, class reads.

3. Handout: T: Point to Restroom.
Cl: (performs action)

4. To test student understanding of sight words, display sight word cards as signs and have students perform appropriate action.

Example: Men Women (Student chooses correct door)

5. Draw a cross section of a three-story building on the board and number the doors appropriately:

1st floor - 101, 102

2nd floor - 201, 202, etc.

(a) Point to the numbered doors.

T: Three-o-one.
Cl: (repeats)

(b) T: Where is Room 301?
Cl: It's on the third floor.

7. Write three-digit room numbers on the board and have students practice reading aloud (101 - "one-o-one.")

8. Finding rooms in a building

Tape numbers on doors within the building.

(a) Give oral instructions.

T: Go to Room 205.
S: (performs action)

(b) Write room numbers on small cards and distribute. Student must find the correct room in the building.

UNIT 9: DIRECTIONS AND SIGNS

Level 3

Objective 1: Student will be able to request and follow basic directions on the street.

Vocabulary	Structure	Grammatical Focus
block street corner straight ahead left right (places Level 1 & 2)	Where is the bank? It's on the left. across the street. next to the Post Office. Go two blocks. It's around the corner.	Wh- Question: WHERE Prepositions: ON ACROSS NEXT TO AROUND

Note: Use vocabulary with places from TRANSPORTATION, Level 1, Objective 3; Level 2, Objective 1.

MATERIALS: visuals of places
handout (block grid)
toy car
doll

ACTIVITIES:

Listening — To introduce vocabulary, draw a block grid on the board, draw houses on the blocks. Use toy car to show location of streets on the block grid.

T: It's a block. (point to block)

Listen Repeat — Use basic method, with block grid.

T: Corner.
Cl: (repeats)
T: Around the corner.
Cl: (repeats)

Question Answer — Show visual of place and indicate its location on the block grid. Place doll or car on grid.

T: Where is the bank?
Cl: Go two blocks.
T: (move doll or car two blocks)

Dialogue

Doll-1: Excuse me, where is the bank?
Doll-2: Go two blocks. It's around the corner.

Vary dialogue, using other combinations of vocabulary.

113

UNIT 10: NUMBERS AND MONEY

Level 1

Objective 1: Student will be able to identify and write numbers 1 - 25.

Objective 2: Student will be able to name coins and their value (up to 25¢).

Level 2

Objective 1: Student will be able to identify numbers 1 - 100 in oral and written form, and write numbers 1 - 100.

Objective 2: Student will be able to identify values and count change up to $1.00.

Objective 3: Student will be able to read prices in dollars and cents, using decimal and dollar sign.

UNIT 10: NUMBERS AND MONEY

Level 1

Objective 1: Student will be able to identify and write numbers 1 - 25.

MATERIALS:
objects for counting (fingers, discs, or small objects)
large flash cards (numerals with corresponding number of dots)
large flash cards (numerals only)
student flash cards (numerals only, one set per student)
numbers handout (with corresponding number of dots)
student worksheets

ACTIVITIES: Oral

(Teach in sets of five: 1 - 5, 6 - 10, 11 - 15 ...)

Listen Repeat	Count objects, using fingers first. Students repeat.
Kinesthetic Response	Say a number. Students show correct number of fingers, or objects.
Question Answer	Show objects. Class says correct number. T: How many? Cl: One.
Kinesthetic Response	Have a group of students come to the front of the room. Using non-verbal directions, divide these students into small groups. Remainder of class says number of students in each group.

ACTIVITIES: Reading

1. Show large flash cards (numerals with dots). Students say number.

2. Show large flash cards (numerals only). Students say number, then count out correct amount of objects.

3. Distribute student flash cards:
   (a) Show a number of objects, students choose correct numeral from their sets.
   (b) Say a number at random. Students choose correct numeral from their sets.

4. Distribute the large flash cards. Students place them in order at the front of the room.

5. Have students count round-robin.

   S-1: One.
   S-2: Two.

ACTIVITIES: Writing

1. Worksheet: Demonstrate how to form numerals correctly on board. Students practice one number at a time on worksheet.

2. Count/Write Worksheets:

(a) Students count the number of dots shown on worksheet and write the correct numeral.

(b) Students draw the correct number of dots for each numeral shown on worksheet.

(c) Students complete worksheet of numerals listed sequentially, by writing omitted numerals.

Objective 2: Student will be able to name coins and their value (1¢ to 25¢), and count change up to 25¢.

Vocabulary	Structure	Grammatical Focus
penny nickel dime	A. What is it? It's a penny.	Wh- Question: WHAT
quarter	B. How much is it? One cent.	Wh- Question: HOW MUCH
money cents		

MATERIALS: individual student sets of coins (value = $1.00)
vocabulary picture handout (coins photocopied on a single page)
vocabulary picture handout (coins photocopied showing equivalent coin values)
worksheets
price flash cards (with ¢ sign only)

ACTIVITIES: Oral

(Teach in sets of five: 1 - 5¢, 6 - 10¢, 11 - 15¢ ...)

A. Listening (a) To introduce names of coins, say vocabulary while showing coins.

(b) Distribute vocabulary handout and coin sets.

T: A penny.
S: (matches coin to handout)

Listen Repeat
T: It's a penny. (show coin)
Cl: (repeats)

B. Listen Repeat
T: One cent. (show coin)
Cl: (repeats)

Kinesthetic Response
T: Show me one cent.
S: (shows correct amount)

Question Answer
(a) T: How much is it? (show coin)
Cl: One cent.

(b) T: What is it?
Cl: It's a penny.

T: How much is it?
Cl: One cent.

Counting Change

(a) Show the equivalent values of coins (5 pennies = 1 nickel)

(b) Distribute vocabulary picture handout of equivalent coin values. Have students match coins to handout.

(c) Distribute coin sets. Have the students count out 5 pennies. Demonstrate removing the pennies, and replacing with a nickel. Students do the same. Have the students continue adding pennies up to 10¢. Replace the 5 pennies with another nickel. Then replace the two nickels with a dime. Students do the same. Continue counting and replacing equivalent coins up to 25¢.

(d) Distribute worksheet (showing various size circles representing the various coins). The value of each coin is written inside the circle. The total amount is written under each group of circles. Students must replace coins in the correct position on the page as the teacher names each amount.

ACTIVITIES: Writing

1. Worksheet (groups of coins photocopied)

Students write correct amount under each group of coins.

ACTIVITIES: Reading

1. T: How much is it? (show price flash cards)
Cl: Ten cents. (counts out correct amount in coins)

CULTURAL CONTENT:

Counting Change

1. When paying for merchandise, it is not necessary to give the salesclerk exact change. It is helpful to give close to the required amount, since some stores do not keep large amounts of change on hand. For example, do not give a $20 bill for a $2 purchase if you have a smaller bill.

2. Do not expect the clerk to count your money for you. Although most clerks are honest, occasionally you may be overcharged if it appears that you don't understand the money system.

3. Always count the change you get back. If the salesclerk makes a mistake, do not be embarrassed to politely mention it.

UNIT 10: NUMBERS AND MONEY

Level 2

Objective 1: Student will be able to identify numbers 1 - 100 in oral and written form, and write numbers 1 - 100.

MATERIALS: large flash cards (numerals only)
number chart
worksheets

ACTIVITIES:

(Teach in sets of 10: 20 - 29, 30 - 39, 40 - 49 ...)

Oral/Reading

1. Write numbers on the board. Say each number while pointing to it. Class repeats.
2. Students say numbers in order. Teacher writes them on the board.
3. Point to numbers at random. Student says number.
4. Have students learn to differentiate orally between -teen and -ty numbers (fifteen, fifty).
   - (a) Use minimal pairs drill of aspirated/unaspirated /t/ while pointing to each number.
   - (b) Have students clap on stressed syllables: fif teen′
     fif′ ty
5. Worksheet: (displaying rows of numbers)

   Display a number, students circle the correct number. Special emphasis on -teen/-ty endings.
6. After students have learned numbers 1 - 100, review numbers by showing flash cards at random.

Writing

1. Worksheet: Students copy numbers.
2. Worksheet: Students complete worksheet of numerals listed sequentially.
3. Dictation: Say numbers at random. Students write.
4. Student at Board: Students call out numbers at random. One student writes correct numbers on the board.
5. Review: Students write numbers 1 - 100 from memory.

Objective 2: Student will be able to count change up to $1.00.

Vocabulary	Structure	Grammatical Focus
dollar(s) half-dollar	A. What is it? It's a dollar. B. How much is it? 75¢.	Wh- Question: WHAT HOW MUCH

MATERIALS: individual student sets of coins (value = $1.00)
vocabulary picture handout (coins photocopied, showing equivalent coin values)
worksheets
price flash cards (with ¢ sign only)

ACTIVITIES:

Follow same as Level 1, Objective 2.

Objective 3: Student will be able to read prices in dollars and cents, using decimal and dollar sign.

MATERIALS: price flash cards
worksheets
food and product containers with prices marked
clothing price tags
newspaper food ads

ACTIVITIES:

Reading (cents)

1. Write a price on the board in cents, using decimal point. Show that decimal placement and ¢-sign have the same meaning.

   Example: .39 39¢

2. Show price flash cards. Students read prices in cents.

   T: How much is it?
   C1: Thirty-nine cents.

3. Worksheet (displaying rows of prices. Teacher says a price, students circle correct price on worksheet.

4. Prices on Products: Have students practice finding prices on various consumer items (food containers, clothing tags, etc.)

(dollars) Follow same activities as above. Introduce dollar sign, emphasizing decimal placement.

(dollars and cents) Combine reading dollars and cents. Follow same activities as above, emphasizing dollar sign and decimal placement.

(food ads) Bring newspaper food ads of items which appear weekly, especially those which have food pictures in the ads. Have students find and identify prices.

CULTURAL CONTENT:

Bank Services

1. Check Cashing: It is easiest to cash a 2-party check at the bank where you have an account. If you don't have an account, try to use the same bank in your area. Most banks require 2 pieces of ID (including one with a picture). You must sign your name on the back of the check so the signature can be matched with that on your ID.

2. Bank Accounts:

   (a) Many Americans use checks instead of cash. It is best to use checks when sending money through the mail. If checks are lost, they are easily replaced, with no loss of money.

   (b) Savings accounts are used primarily for keeping money for a length of time. They keep large amounts of money safe and at the same time earn interest (give example). Money may be withdrawn at any time. Many banks have limits on the number of withdrawals permitted per year, and a small fee may be charged for exceeding this limit.

   (c) In America, banks are stable, unlike in some other countries. There is almost no risk of losing your money if the banks fail. You run a greater risk of loss by keeping large amounts of money in your home.

3. Safe Deposit Boxes: Most banks have fireproof boxes you can rent for a small fee to store valuables (jewelry, documents, etc.). The contents are confidential and there is no risk of losing your possessions. Each box requires two keys to open it. You are given one, and the bank holds the other.

Level 1

Objective 1: Student will be able to tell time by the hour.

Objective 2: Student will be able to name days of the week.

Level 2

Objective 1: Student will be able to tell time by 5-minute divisions, and read digital time.

Objective 2: Student will be able to name months of the year.

Objective 3: Student will be able to tell the date, using ordinal numbers.

UNIT 11: TIME AND WEATHER

Level 1

Objective 1: Student will be able to tell time by the hour.

(Prerequisite: Student can identify numbers 1 - 12.)

MATERIALS: large clock for demonstration
student clocks

ACTIVITIES:

Listening	T: One o'clock. (set hands on clock) Demonstrate that small hand advances one hour each time minute hand makes a full rotation.
Listen Repeat	(a) Use basic method. (b) Distribute student clocks, set hands on large clock. T: One o'clock. Cl: (repeats) (sets hands on clocks)
Question Answer	T: What time is it? (set hands on clock) Cl: It's one o'clock.
Kinesthetic Response	Redistribute student clocks. T: One o'clock (use no visual cue) Cl: (sets hands on clocks)

CULTURAL CONTENT:

The concept of being "on time" varies among cultures. In the U.S., promptness is highly valued. If people are not prompt, it is often taken as an insult or an indication that they are not responsible. It is acceptable to be no more than 5 minutes late for an appointment, class, or social engagement.

Objective 2: Student will be able to name days of the week.

Vocabulary	Structure	Grammatical Focus
(Days of the Week) day today tomorrow	What day is it? It's Sunday. What day is today? Today is Wednesday.	Wh- Question: WHAT

MATERIALS: calendar
chart (showing days of week across the top with a corresponding picture symbol of each day)
7 small cards, each showing a day of the week with picture symbol
vocabulary handout (small reproduction of chart)

ACTIVITIES:

Listening	(a) Recite days of week, while pointing to each on calendar, then on chart. (b) Distribute handout. Recite days, have students point to each day on handout.
Listen Repeat	Use basic method.
Kinesthetic Response	Distribute the small cards. Have students come to the front of the room and arrange themselves in correct order. Rest of class recites days of week.
Question Answer	(a) T: What day is it? (point to each day on chart) Cl: It's Sunday. (b) T: What day is today? (point to day on calendar) Cl: Today is Wednesday. (c) T: What day is tomorrow? (point to day on calendar) Cl: Tomorrow is Thursday.

UNIT 11: TIME AND WEATHER

Level 2

Objective 1: Student will be able to tell time by 5 minute divisions, and read digital time.

Prerequisite: Student can count by 5's to 60, and read numbers 1 - 60.
(See NUMBERS AND MONEY, Level 2, Objective 1)

MATERIALS: large clock for demonstration
student clocks

ACTIVITIES: Oral

Note: There are many ways to express time. The least confusing for Asian students to learn is digital time: 12:05 "twelve-o-five"; 12:10 "twelve-ten". Teach time in fifteen-minute sets.

Listening
T: 12:05 (set hands on clock)

Listen Repeat
(a) Use basic method.
(b) Distribute student clocks.
T: 12:05 (set hands on large clock)
Cl: (repeats) (sets hands on clocks)

Question Answer
Use basic method.
T: What time is it? (set hands on large clock)
Cl: It's 12:05.

Kinesthetic Response
Redistribute clocks.
T: 12:05 (use no visual cue)
Cl: (sets hands on clock)

ACTIVITIES: Reading

1. Write digital time on board and set large clock to same time.
   - (a) T: 12:05.
     Cl: (sets clocks)
   - (b) T: (write digital time on board)
     Cl: (sets clocks)

ACTIVITIES: Writing

1. Distribute worksheets of clocks with no hands and with digital time written underneath. Students draw hands on each clock.
2. Distribute worksheets of clocks with hands. Students write digital time beneath each clock.

CULTURAL CONTENT:

(Include an explanation of how a clock works. This is especially important if students have never used a clock.)

Objective 2: Student will be able to name months of the year.

Vocabulary	Structure	Grammatical Focus
(months of the year) month year	What month is it? It's January. What's this month? This month is April.	Wh- Question: WHAT Adjective: THIS NEXT LAST

MATERIALS: calendar
chart showing numbered months of the year
vocabulary handout (reproduction of chart)

ACTIVITIES:

(Teach months in sets of four.)

Listening — Recite months of the year.

Listen Repeat
(a) Use basic method.
(b) Distribute handout. Have students point to each month in order and repeat.

Question Answer — Point to chart:
(a) T: What month is it?
Cl: It's January.

(b) T: What's this month?
Cl: This month is March.

(c) T: What's next month?
Cl: Next month is April.

Round Robin — Have students recite months of year in order, first as a class, then individually round-robin.
S-1: January.
S-2: February.

Objective 3: Student will be able to tell the date, using ordinal numbers.

Vocabulary	Structure	Grammatical Focus
(ordinal numbers 1st - 31st) date	What's the date? It's April 1st.	Wh- Question: WHAT

MATERIALS: calendar
worksheet (blank month grid with days of week listed across top)

ACTIVITIES: Oral

Listening	Use basic method, pointing to each date on calendar. T: April 1st.
Listen Repeat	Use basic method.
Question Answer	T: What's the date? (point to date on calendar) Cl: It's April 1st.

ACTIVITIES: Writing

Distribute worksheets. Show calendar of current month. Have students fill in month and numbered days.

UNIT 11: TIME AND WEATHER

Level 3

Objective 1: Student will be able to name seasons of the year and weather terms.

Vocabulary		Structure	Grammatical Focus
spring	season	A. What season is it?	Wh- Question: WHAT
summer		It's spring.	
fall			
winter		B. How's the weather?	Wh- Question: HOW
		It's cold.	
warm/hot	raining		
cool/cold	snowing	It's cold and windy.	Conjunction: AND
windy	freezing		
cloudy	weather		
sunny			

MATERIALS: Seasons chart (with picture representing each season)
visuals of weather

ACTIVITIES:

A. **Listening** Say vocabulary while pointing to chart.

Basic Method Use basic method for Listen/Repeat and Question/Answer.

B. **Listening** Say vocabulary, while showing visuals.

Basic Method Use basic method for Listen/Repeat and Question/Answer, cueing with visuals.

Dialogue Much of American small talk is based on the weather. Students need some colloquial expressions to facilitate interaction with Americans.

(a) Sia: Hi, how are you?
Chue: Fine. Nice day, isn't it?
Sia; Sure is.

(b) Sia: It sure is cold today.
Chue: Yea. I'm freezing.

Communication Exercise (Optional) Ask students what season they like and why.

T: What season do you like?
S: I like spring.
T: Why?
S: Because it's warm.

Objective 2: Student will be able to read time and date on appointment card.

MATERIALS: chart showing days of week in manuscript and cursive
chart showing months of year in manuscript and cursive
sight word cards (days, months in cursive)
sight word handouts
medical appointment cards with various dates and times
student calendars
student clocks

ACTIVITIES:

Oral/Reading (limit sight words to 5 per day)

1. Point to chart, saying each sight word. Class repeats.
2. Show sight word cards, saying each word. Class repeats.
3. Show sight word cards. Students read.
4. Handout: T: Point to Monday.
   S: (performs action)
5. After students have mastered reading days and months, write an appointment day, date, and digital time on board. Distribute student calendars and clocks. Have students find the date on the calendars and set their clocks.
6. Distribute medical appointment cards. Have students read day, month and digital time. Also have students find the date on the calendars and set the clocks.

UNIT 12: COURTESY EXPRESSIONS AND CUSTOMS

Level 1

Objective 1: Student will be able to give appropriate greeting and leave-taking expressions.

Objective 2: Student will be able to use common courtesy expressions.

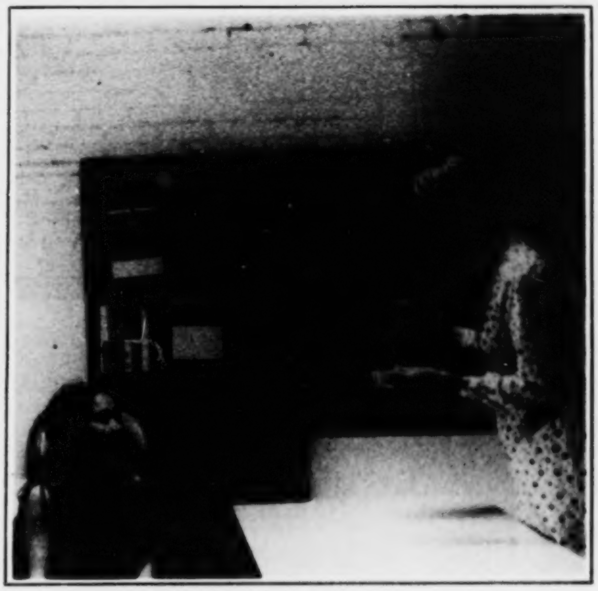
Objective 3: Student will be able to express lack of knowledge or understanding.

Level 2

Objective 1: Student will be able to use common hospitality phrases.

Level 3

Objective 1: Student will be able to express need for clarification.



UNIT 12: COURTESY EXPRESSIONS AND CUSTOMS

Level 1

Objective 1: Student will be able to give appropriate greeting and leave-taking expressions.

Vocabulary	Structure	Grammatical Focus
A. hello (hi) fine thank you good bye (bye) B. good morning good afternoon good evening C. see you ________ later (days of week)	How are you? I am fine, thank you.	

MATERIALS: dolls
visuals (morning, afternoon, evening)
calendar

ACTIVITIES:

A. Dialogue

(a) Hoa: Hello.
Huong: Hello. How are you?
Hoa: I am fine, thank you.

(b) Repeat dialogue, adding expressions "good bye" and "bye."

B. Listening — Introduce greetings with visuals.

Listen Repeat — Use basic method with visuals.

Dialogue

Hoa: Good morning.
Huong: Good morning. How are you?
Hoa: Fine, thank you.

C. Listening — Introduce "See you ________" by naming the next class day.

T: Good bye. See you Wednesday.

Listen Repeat — Use basic method with calendar.

T: See you Monday. (point to Monday)
Cl: (repeats)

Cued Response

T: (point to Monday)
Cl: See you Monday.

Optional — Dialogues for introducing oneself and others may be taught after students have mastered Personal Information Level 1 objectives.

Gail: Hello. This is my husband, Don.
This is Hoa.
Hoa: Pleased to meet you.
Don: Pleased to meet you.

CULTURAL CONTENT:

1. Greetings are used frequently in the U.S. It is not uncommon to greet a person several times within the course of a day. An absence of greeting may be interpreted as impolite. Greetings may also be non-verbal (i.e., a smile and a wave.)

2. Greetings are sometimes exchanged between strangers of the same sex (i.e., when passing on the street). In the case of strangers, a simple "hello" or smile is sufficient. It's not advisable to respond to men who are strangers on the street.

3. Degrees of politeness appear in the English language. Word choice is based on the relationship between speakers. In a formal or non-familiar situation, speakers generally use "hello" and "good bye", rather than "hi" or "bye."

4. Terms of address are also determined by the speakers' relationship. Generally, these rules apply:
    - (a) First name - with friends or younger person
    - (b) Title (Mr., Mrs., etc.) and last name - with persons of authority or unfamiliarity, unless asked to do otherwise ("Please call me John.")
    - (c) Professional occupations require a special title: Dr. for physicians and dentists.

5. A proper introduction includes an exchange of names. When meeting an American for the first time, it is expected that you introduce yourself, if alone. It is also expected that you introduce friends and relatives. When introducing a relative, it is helpful to state the family relationship. It is considered impolite not to make introductions.

6. Introductions often include a handshake. Both men and women shake hands, although it is more common with men. In general, touching between men and women is acceptable (i.e., a pat on the arm). Between husband and wife, boyfriend and girlfriend, holding hands and walking arm in arm in public is acceptable. Usually two people of the same sex do not show physical signs of affection.

7. Questions regarding age, marital status, income, and costs of house, car and luxury items are not asked of acquaintances. Americans consider these private matters and may be offended by probing questions. The more intimate a friendship, the more likely it is these topics will be discussed.

Objective 2: Student will be able to use common courtesy expressions.

Vocabulary	Structure	Grammatical Focus
A. please thank you you're welcome B. excuse me I'm sorry that's okay		

MATERIALS: realia (classroom objects, food)
dolls

ACTIVITIES:

A. Dialogue

Mai: Give me a pen, please
Yee: (gives pen)
Mai: Thank you.
Yee: You're welcome.

Vary realia to reinforce students' use of known vocabulary.

B. Dialogue

(a) Mai: Excuse me. (bumps into Yee)
Yee: That's okay.

Illustrate various uses of expression by bumping into students and trying to get past others.

(b) Gail: What's your name?
Mai: Excuse me?
Gail: What's your name?
Mai: My name is Mai.

CULTURAL CONTENT:

1. Courtesy expressions are required in everyday speech with friends and strangers. Absence of courtesy terms is oftentimes offensive to Americans. "Please" indicates politness when requesting an item or service. It is also used to soften a command ("Please take off your coat").

2. Courtesy expressions are also used with paid service providers: clerks, waitresses, bus drivers should be treated courteously.

3. "Excuse me" is used as an apology and in an awkward situation. When passing in front of someone (i.e., in a crowded store or elevator), "excuse me" serves as a polite way of asking the person to move. It also serves as a polite way of interrupting a conversation or asking a stranger for information ("Excuse me, what time is it?") If you don't understand a question asked, "Excuse me" is a polite way to have the question repeated.

4. Courteous behavior - Different cultures have different sets of behavioral norms. These cultural norms may not always be rational, but nevertheless they do exist. Cultural taboos:

   Littering in public places
   Crowding vs. standing in line
   Interrupting a speaker

Disrespect for private property (picking neighbor's fruit)
Personal habits done in public (spitting, urinating)
Breast feeding openly in public places (Americans prefer to breast feed discreetly, covering the breasts as much as possible)

Objective 3: Student will be able to express lack of knowledge or understanding.

Vocabulary	Structure	Grammatical Focus
I don't know. I don't understand.		

MATERIALS: visuals (of vocabulary unknown to students)
dolls

ACTIVITIES:

Listening Introduce "I don't know" by playing both speakers' roles.

T: What is it? (show visual)
I don't know.

Listen Repeat Use basic method for response.

Question Answer
T: What is it? (show visual)
Cl: I don't know.

Listening Introduce "I don't understand" using questions students will not understand.

T: What's your nationality?
I don't understand.

Listen Repeat Use basic method for response.

Question Answer
(a) Ask students questions they will not understand.
(b) Illustrate difference between "know" and "understand" by alternating between questions not understood and information not known.

T: What's her name?
S: I don't know.
T: What do you call yourself?
S: I don't understand.

CULTURAL CONTENT:

Americans are sometimes unaware that refugees do not speak English or are self-conscious in their new language. Americans expect an answer or response when they speak. These expressions will help Americans understand that refugees lack the language skills, not the desire to communicate.

UNIT 12: COURTESY EXPRESSIONS AND CUSTOMS

Level 2

Objective 1: Student will be able to use common hospitality phrases.

Vocabulary	Structure	Grammatical Focus
come in sit down please coffee tea	Do you want coffee? Yes, please. No, thank you.	Verb: WANT simple present Yes/No Questions

MATERIALS: coffee
tea
dolls

ACTIVITIES:

Dialogue

(a)
Kham: (knocks)
Kim: Hello.
Kham: Hi.
Kim: Please come in. How are you?
Kham: Fine, thanks. And you?
Kim: I'm fine. Please sit down.

(b)
Kham: (knocks)
Kim: Hello. Please come in. (Kham comes in)
Please sit down. (Kham sits down)
Do you want coffee?
Kham: Yes, please.

(c) Note: This dialogue may be expanded in Level 3.

Kham: Would you like some coffee?
Kim: Yes, please.
Kham: Milk and sugar?
Kim: No, thanks. I drink it black.

CULTURAL CONTENT:

1. When entertaining in the home, it is polite, but not required, to offer American refreshments, especially coffee or tea. Coffee should be served black and accompanied by cream and sugar. It is not necessary to offer a meal.

2. Americans have parties to celebrate special occasions: birthdays, marriages, anniversaries and house warmings. (Note: Explain customs relating to each occasion.)

3. Major American holidays include: Christmas, Thanksgiving, Easter, 4th of July, Halloween and New Years. Businesses, stores, banks, schools, and post offices close on holidays. (Note: Explain customs relating to each holiday as it occurs. Thanksgiving can be explained as a holiday for "the first refugees," the pilgrims. America is a relatively new country and has been settled by people (many refugees) from all over the world.)

UNIT 12: COURTESY EXPRESSIONS AND CUSTOMS

Level 3

Objective 1: Student will be able to express need for clarification.

Vocabulary	Structure	Grammatical Focus
speak slowly say it another way		

MATERIALS: clock
dolls

ACTIVITIES:

Listening

Introduce expression, playing both speakers' roles. Ask question, speaking at a rapid rate. Then repeat the question at a slower rate.

T: Whacha gonna do tomorrow?
Please speak more slowly.
What are you going to do tomorrow?

This activity may be used with any known vocabulary and structure.

Listen
Repeat

Use basic method for response.

Question
Answer

Repeat listening activity as a question/answer drill.

Listening

Introduce expression by playing both speakers' roles.

T: It's quarter past one. (show clock)
I don't understand. Please, say it another way.
It's one fifteen.

Listen
Repeat

Use basic method for "say it another way."

Question
Answer

(a) Repeat listening activity as a question/answer drill.

(b) Ask students questions they will not understand, then rephrase question.

T: What's your spouse's name?
S: I don't understand. Please say it another way.
T: What's your husband's name?
S: Thanh Nguyen.

UNIT 13: LITERACY

Level 1

Objective 1: Student will be able to follow left to right, top to bottom sequence.

Objective 2: Student will be able to identify in oral and written form, each letter of the alphabet by name and phonetic sound.

Level 2

Objective 1: Student will be able to identify initial consonant and vowel sounds.

UNIT 13: LITERACY

The literacy unit introduces some basic pre-reading skills, and is especially designed for students who are non-literate in their native language. Sight words are taught in context within other units. There are some important aspects of non-literate adults to keep in mind when introducing literacy.

(a) Because they probably have had little or no formal education, they may be very intimidated by the reading/writing process, and by the new tools they are required to manipulate: notebooks, papers, worksheets, etc. Even holding a pencil may be new and quite difficult.

(b) Since the use of written symbols may not have been a part of the students' everyday lives, they may not readily understand the relationship of symbol to sound, sight word to spoken word.

(c) It may take a period of time for the students to become familiar and comfortable with these new skills. Success and self-confidence can be fostered by allowing students to proceed at their own learning rates.

Level 1

Objective 1: Student will be able to follow left to right, top to bottom sequence.

MATERIALS: worksheet (see Sample, page 157)

ACTIVITIES:

Reading/Writing:

1. Draw a large reproduction of worksheet on the board, one line at a time, reinforcing left to right, top to bottom sequence.
2. Demonstrate how to complete the worksheet line by line. Emphasize left to right and top to bottom sequence.
3. Have students complete worksheet line by line. If students have difficulty following the sequence, have them use a second sheet of paper as a line-by-line guide.

Objective 2: Student will be able to identify, in oral and written form, each letter of the alphabet by name and phonetic sound.

Note: The alphabet is taught in 4 sets. Each set of letters is presented in the same way. Students must master each set before the next set is shown. Each letter of the alphabet is taught with a picture of a corresponding key word, which contains that letter in initial position. Key words are chosen primarily from Level 1 vocabulary. Vowels represent short vowel sounds; consonants occur singly. Blends and clusters are not used.

Set 1:
Aa - apple
Cc - cat
Dd - door
Mm - man
Ss - sun
Tt - table

Set 2:
Bb - banana
Ee - elbow
Ff - fish
Hh - hat
Ll - let
Rr - red

Set 3: Gg - girl
Kk - key
Nn - nose
Pp - pen
Yy - yellow

Set 4: Jj - jacket
Oo - on
Qq - quarter
Uu - umbrella
Vv - van
Ww - woman
Xx - x-ray
Zz - zero

MATERIALS: (See Samples, page 157)

Alphabet Picture Cards
8" x 10" cards, each displaying a letter of the alphabet in upper and lower case, with picture of key word.

Alphabet Picture Handout
Each set of letters with their corresponding key pictures, reproduced on a single page.

Student Flash Cards
2" x 2" cards, showing letter only, in upper and lower case, one set per student

worksheet

primary paper

ACTIVITIES:

Oral/Reading

1. Alphabet Picture Cards: Show one card at a time. Teacher models and class repeats:

T: A (point to letter)
/ae/ (point to ear)
apple (point to picture)

2. Alphabet Picture Handout: Distribute handout. Students point to each letter by name, sound, or key word at the teacher's direction.

T: Point to A.
Point to /ae/.
Point to apple.

3. Student Flash Cards: Distribute one set per student. Students choose correct letter from sets at the teacher's direction.

T: Show me A.
Show me /ae/.

4. Cue students to reproduce letter, sound, and key word, using Alphabet Picture Cards.

T: What letter is it?
What sound is it?
What is it?

Writing:

1. Worksheet (Circle the letters): Have students complete Level 1, Objective 2 worksheet.
2. Worksheet (Copy the letters): Demonstrate on the board how to form letters correctly. Have students copy letters on worksheet. Distribute additional worksheets for homework.
3. Dictation: As a review activity, dictate letters one at a time and have students write them on primary paper.

UNIT 13: LITERACY

Level 2

Objective 1: Student will be able to identify initial consonant and vowel sounds.

MATERIALS: visuals of known vocabulary

ACTIVITIES:

Complete all activities listed below, using Set 1 alphabet letters, before proceeding to Sets 2, 3, and 4.

Oral/Reading:

1. Show several visuals of known vocabulary for each initial sound.

T: /ae/ apple
/ae/ address
Cl: (repeats)

2. Distribute visuals. Have students identify initial sound.

S: /ae/ apple
/ae/ address

3. Write letter on board. Show corresponding visuals and have students say the word. As they say each word, write them in a column under the letter. Point out that the same letter occurs in initial position.

T: /ae/ (point to initial letter)
Cl: (repeats)
T: /ae/ address (point to word)
Cl: (repeats)

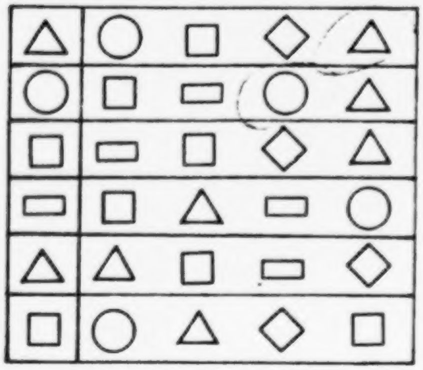
4. Write letter on board. Repeat activity for additional known vocabulary which begins with the same initial sound. List them on the board, again pointing out that the same letter occurs in initial position.

5. Give students unknown words orally. Students listen and give initial sound and corresponding letter.

T: baseball
Cl: /b/
B

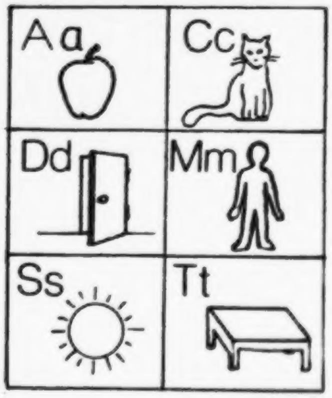
Level 1
Objective 1 Worksheet

Circle the shapes that
are the same.



Level 1
Objective 2

Alphabet Picture Handout



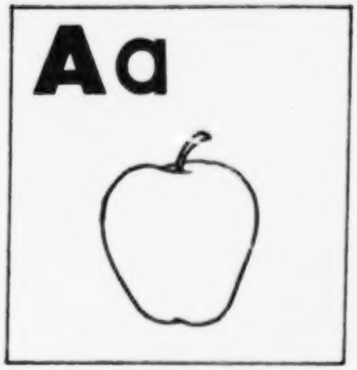
Level 1
Objective 2 Worksheet

Circle the letters that
are the same.

A	C	T	[✓ A]
T	D	A	[✓ T]
C	A	C	D
S	C	S	D
T	M	T	A
M	A	S	M

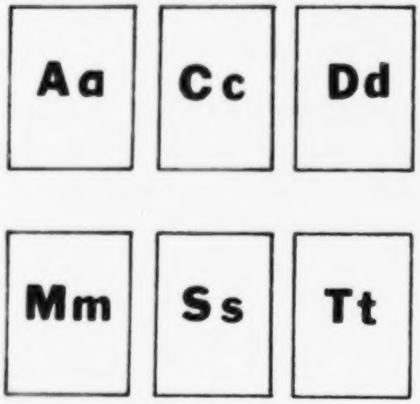
Level 1
Objective 2

Alphabet Picture Cards



Level 1
Objective 2

Student Flash Cards



Level 1
Objective 2 Worksheet

Copy the letters.

A	
a	
C	
c	
D	
d	

141